Англійская мова

Вучэбны дапаможнік для 11 класа
ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

Дапушчана
Міністэрствам адукацыі
Рэспублікі Беларусь

МІНСК
"ВЫШЭЙШАЯ ШКОЛА"
2012

УДК 811.111(075.3=161.3)
ББК 81.2Англ-922
А64

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Р э ц э н з е н т ы : кафедра англійскай мовы эканамічных спецыяльнасцей факультэта міжнародных зносін Беларускага дзяржаўнага ўніверсітэта (кандыдат педагагічных навук, дацэнт *Л.У. Маркіна*); настаўнік англійскай мовы вышэйшай катэгорыі дзяржаўнай установы адукацыі «Гімназія № 174 г. Мінска» *С.М. Каралёва*

ISBN 978-985-06-1593-0

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UNIT 1
FAMILY

LESSON 1: FAMILY TIES

Communicative area: talking about the role of a family
Active vocabulary: ties, extended family, immediate family, tight-knit, appreciate, pass away, sibling, suffix *-hood*

1. Discuss the questions below in pairs.

- How did you spend your summer?
- Did you spend a lot of time with your family? Why? Why not?
- Did you enjoy that time?

2. a) Look at the collocations. Which collocation is the definition below for?

a family consisting of two parents and their children, but not including aunts, uncles, grandparents, etc.

family man, family name, family tree, family circle, family doctor, extended family, family-friendly, middle-class family, one-parent/single-parent family, family movie, royal family, start a family, your immediate family, family ties, family background, family member, tight-knit family

b) Write definitions for at least 5 of the collocations.

c) Read out your definitions. Which collocations didn't get any attention? Why? Either work as a class to define them or ask your teacher for help.

3. a) Listen to James Garcia from Vista East High School reading his school report and follow along in the book. What are the two things he is most grateful his parents for?

My family means the world to me. I would do anything in the world for them because they mean that much to me. Any time

my little sister Baby needs anything like money or just something if I have it, its hers. If I don't have it, I will try my hardest to get it for her. Even with my big sister I still try to give, but she's most likely the one who gives me money when I need it! If my Mom or Dad doesn't have it, I know I can always go and ask my big sister Vanessa. My parents are the two most important people in the world. I know lots of times I can seem pretty ungrateful but I appreciate everything they have done for me. The number one thing that I really appreciate the most and I don't know if they know this but it's how they both brought me into this world. The number two thing is how every time I get in trouble or do something stupid, like I always do, they're always on my side, no matter if I'm right or wrong,they always have my back to the fullest.



Another person I really appreciate is my big brother Bobbie. He passed away a year ago, but when he was here he always helped me whenever I got myself into trouble. He always did a good job of being a big brother and I had no complaints. He may not be here anymore, but I know sometimes when I'm having trouble, need help and all of a sudden the answer to my troubles somehow just pops up, it's him looking down on me, helping me out.

My family may not be perfect and neither am I, but I tell you what, you will never find another family quite like mine.

b) Read his report and answer the questions below.

1. Is James talking about extended family? 2. How many siblings (brothers or sisters) has he got? 3. What does he mean by saying *I appreciate everything they have done for me*? 4. What happened to James' brother? 5. How does James feel about it? 6. What adjectives can describe James' family?

4. a) Listen to some teenagers saying what their families mean for them. Put the statements below in the order you hear them.

a. I love the rest of my family and would do anything for them.
b. My parents are all I have and they both mean the world to me.

c. I don't get on with any of my extended family.
d. I find most of my family incredibly annoying.
e. They will always be there to help you in hard times, and you can always go back there for comfort, advice and help.
f. My dad's an angry, overworked man but I still love him because he's a fantastic dad.
g. To me, family is the safety net under the "Tightrope walking act" of trying to navigate life.
h. My two brothers are all right but annoying sometimes.
i. Me and my sister really hated each other growing up but we're cool now.

b) Work in pairs. Discuss whether you agree or disagree with the statements above.

5. a) Look at the words below. What does the suffix -*hood* mean?

brotherhood, childhood, babyhood, adulthood, fatherhood

b) Add more words to the list.

6. a) Use some of the questions below to prepare to talk about your family.

1. What does your immediate family mean to you? 2. Is your extended family equally important? 3. Do you get on with your siblings? 4. What do you appreciate most about your family? 5. Has anyone in your family passed away? How does it make you feel? 6. Is your family tight-knit?

b) Work in small groups. Tell your partners what your family means to you.

LESSON 2: THE FAMILY YOU COME FROM

Communicative area: discussing, explaining
Active vocabulary: orphanage
Active grammar: verb forms

1. a) **Look at the photographs below. What do they have in common?**



b) **Discuss the questions below in pairs.**

- What is a typical family?
- Are typical families different in different countries?
- What's unusual about the families in the pictures above?

c) **Match the titles below to the pictures in ex. 1a.**

A. Still a handful for Mum, the Walton sextuplets at 23
B. Why I Fired My Father from the Family Business
C. My family is house 3

2. a) **Read the excerpts from the articles about the families in ex. 1, match them with the pictures and the titles above and check your guesses.**

A. It is now ten years since Alesya *went* to live at SOS Children's Village-Minsk. The village director *had gone* to visit the orphanage where Alesya *was living*. Since Alesya's SOS mother *had* room in her family, she *went* to visit Alesya. "We liked each other," says Alesya, quite plainly, so she was soon sent to the SOS Children's Village. She was afraid nonetheless: "I used to have visions of a monster flying out of the house." But her new family including seven siblings *became* part of Alesya's everyday life. "There was always a lot going on," she explains.

Joint activities and parties *help* to increase this feeling of belonging, such as the anniversary of the SOS Children's Village. "There's a party every year when we *prepare* a programme together." Rafting on the river during the summer holidays was a particular adventure: for several weeks a group of children *rafted* on the river Berezina, come rain or shine.

She *has* hardly any contact with her family of origin, but that is okay with Alesya. She *has met* some members of her family a couple of times, with the support of the SOS Children's Village. However her life revolves around the SOS Children's Village and her SOS Family. "*I've experienced* and learned so much at the SOS Children's Village. I know what I want to do with my life and I *will achieve* it."

B. When grown-up children *decide* to return to the nest, it can be a blow to their parents' new-found freedom. However, Graham and Janet Walton, the couple, who *have been making* headlines around the world since 1983 with the birth of the world's only all-girl sextuplets, say that they couldn't be happier.

"I *love* that they're all around," said Mrs Walton, 54. "It would be so lonely without them. All I want now is for them to produce some grandchildren."

All six girls – Hannah, Luci, Sarah, Kate, Jennie and Ruth – moved out soon after they *turned* 18, but over the years *returned* one by one, the family tells this week's edition of First magazine.

The only exception is Ruth, who *is living* nearby with her boyfriend of four years.

Fortunately, the Waltons senior *hadn't made* any drastic changes to their lifestyles.

The minibus they *used* to ferry their daughters around *has gone*, but was replaced by an eight-seater people-carrier and they still live in the same eight-bedroom house in Wallasey, Wirral.

C. One night I *got* a call from our COO[1]. My father *had called* him into his office while I was away and ordered him to transcribe a dictation for a letter. The COO told me he *didn't appreciate* being treated like an assistant when he had a company to run and that he *was leaving*. I knew I had to act.

I called my father. When he *picked up*, I berated him for his treatment of the COO and then I told him he would either have to buy me out, or he was fired. It was the hardest call *I've ever made*, and I *was speaking* through tears, expecting my father to be angry and hurt.

Instead, he *told* me, "I *am* so proud of you. You're right. It's time for me to leave." I was surprised, but I think he *respected* how difficult it was for me to make that call.

Since my father retired in 2004, Arkay Packaging has kept going strong. It was a difficult transition for both of us, but now we are able to laugh about our past differences. We go on weekend trips together and our relationship is stronger than ever. He is still my sounding board when it comes to tough business decisions.

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[1] Chief Operating Officer – кіраўнік адміністрацыйнай службы фірмы

b) Find the defined words in the excerpts above.

A. a public institution for the care and protection of children without parents; a person's brother or sister; centre upon

B. to become an important news story; one of six offspring born in a single birth; to transport people here and there in small groups

C. an employee who is responsible for the daily operation of the company; to criticize angrily; to feel thankful or grateful for

c) Which story would you like to read in its complete version? Why did this story interest you?

3. a) Work in pairs. Name the tenses of the English language. Then look at the table in the Grammar Reference section on pages 302–305 to check yourselves.

b) Look at the words and phrases in italics in ex. 2. Name the tenses and explain why they are used.

4. a) **Read the story below. Put the words in brackets into the right tense.**



There (*be*) many cases in which animals (*take in*) cubs that (*not belong*) to them, or even their species, like this adorable little pig. But I (*never see*) a monkey taking so well to a couple of tiger cubs before.

After Hurricane Hannah (*ravage*) the state of South Carolina, the tigers of one of the zoos (*start*) acting very aggressive and were considered a danger to their young. So these two white tiger cubs were separated from their mother and (*adopt*) by a 2-year-old chimpanzee. As you (*can*) see from the photo he really (*take*) parenting seriously. I wonder how their relationship (*develop*)...

b) **Check in pairs.**

5. a) **Work in small groups. Talk about the unusual families you know.**

b) **Is your family typical? What are the advantages and disadvantages of being a part of an unusual family?**

LESSON 3: LOVE IS THE KEY!

Communicative area: discussing, giving opinion
Active vocabulary: orphan, abandoned, neglected, alcoholism, alcohol, disadvantaged

1. **Listen to the song *Here I am.* It is the official song of the SOS Children's Village organization. What kind of organization is it? What are its aims and policies?**

Here is my song for my protection
A song of love, respect and security
Here I am – let's get in action
Let's live in peace and dignity

What's behind a shining face?
How do you describe a smiling face?
What is wrong? What is right?
There is one answer: Love is the key!

SOS-KINDERDORF
International

Here I am – with a right for shelter, and a right for care
Here I am – I've got the right for shelter and the right for love
Here I am – do you know how I feel, and do you see what I see?
Here I am – and I want to take part – to make all of this real
Here I am – yes I am

2. Discuss the questions below.

• Do many countries face the problem of abandoned children?
• Do you think there are many neglected children in Belarus? What may happen to those children? What problems do they face every day? What causes these problems in the society?

3. a) What does the picture below illustrate?



b) Listen to the interview with Lilya Shastakova, Leader of the SOS Social Centre, Belarus. What work does the SOS Children's Villages do in Belarus?

c) Listen again and choose the appropriate statement.

1. SOS Children's Villages is
a) an independent charity organisation working in Belarus in the aftermath of Chernobyl.

b) an Austrian charity organisation that helps children and disadvantaged families all over the world.
c) an independent international organisation, which has been active in the field of children's needs, concerns and rights since 1949.

2. The organisation was founded
a) to provide the war orphans and abandoned children with a permanent home.
b) by an Austrian medical student Hermann Gmeiner during the Second World War.
c) by Hermann Gmeiner to help the children all over the world find their families.

3. Since its founding in 1949, SOS Children's Villages
a) is operating in 132 countries, helping over 1 million people each year.
b) carries out its activities in 142 countries and territories.
c) is active in 132 countries and territories. About 500 SOS Children's Villages provide more than 60,000 children and youths in need with a new home.

4. The first SOS Children's village in Belarus was built
a) in the capital Minsk in 1991.
b) due to the nuclear disaster in Chernobyl on 26 April 1986.
c) for children suffering from the effects of radiation.

5. In the villages orphaned children live
a) in families with their SOS mother and up to 10 siblings in the home of their own.
b) in SOS families that provide them with food and shelter.
c) with their biological families in the family houses in a loving family environment.

6. Apart from the Children's Villages there are also youth centres and social centres that
a) help disadvantaged families keep together by providing money and food for them.
b) offer every day support to families who are at risk of abandoning their children and enable children to grow within a caring family environment.
c) help alcohol addicts to improve their parenting skills.

7. Lilia finds the most rewarding the fact that
a) many of the SOS children come back to work in their organisation when they grow up.
b) many of the SOS children having different backgrounds grow to become happy independent adults.
c) not every story has a happy end.

4. a) Fill in the questions below with the missing words from the interview. The first letter is given.

Why is growing up in a family important for a... children? Have you heard of any other organizations that help people in need and p... the rights of the children? How can the government solve the problem of a... addiction among children and adults? What kind of help would be most useful for a d... family? What can you do if you see a n... child in the street?

b) Work in small groups to discuss the questions above.

5. Work in small groups. Which of the quotations below refer to the problem discussed in the lesson?

1. Having children makes one no more a parent than having a piano makes you a pianist. – *Michael Levine*
2. The fate of a child is in the hands of his parents. – *Shinichi Suzuki*
3. I don't care how poor a man is; if he has family, he's rich. – *Dan Wilcox*
4. Those that help a child help humanity – *Unknown*

LESSON 4: HOW MODALS FUNCTION

Communicative area: analysing
Active vocabulary: obligation, probability, necessity, prohibition, function
Grammar revision: *must*, *have to*, *should*, *ought to* (functions)

1. **Work in pairs. Make a list of things you have to do for your family. Who's got the longest list of family obligations?**

2. **a)** **Read the words below and note down the stress. What rule can you make about the words ending with *-ity* or *-tion*?**

ability, authority, celebrity, creativity, facility, tradition, reaction, production, abbreviation

b) **Add more examples to the list.**

3. **a)** **Read the words below aloud.**

necessity   probability   recommendation
prohibition   obligation

b) **Listen, check and repeat after the speaker.**

c) **Now, match the words with their definitions:**

– a moral or legal requirement; duty; responsibility;
– something needed for a desired result;
– a ban, veto; a legal document forbidding something;
– a measure of how likely it is that some event will occur;
– opinion about what could or should be done about a situation or problem, advice.

4. **a)** **Read the excerpts from the articles below and fill in the blanks with the words in ex. 3a.**

A. A new study of Chinese-American youth has found that family ... plays a positive role in the mental health of Chinese-American teenagers and may prevent symptoms of depression in later teenage years. The authors suggest that a greater sense of family... in the early teenage years could provide teenagers with strong family ties that make them feel secure even when they move through teenage years and become more independent.

B. There is longstanding evidence that youths raised by single parents have higher ... to perform poorly in school and partake in "deviant" behaviours. Using the National Longitudinal Survey of Youth, we find that an additional 5 years with the bio-

logical father decreases the ... of smoking, drinking, drug addiction, and criminal behaviour by approximately 5.3 %.

C. With a parent losing his job or getting her hours cut, money has to go to the ... of life. For teens, ... are not the gas bill or the mortgage, it's the latest version of Nintendo's Wii or the newest iPhone.

D. Before I started writing this article I read many articles on the prevention of drinking and most of them based on .... Such as: "Ban drinking alcohol!" At the same time … is always an introduction to the conflict, and conflict with parents increases the risk of any form of addiction.

E. Giving advice to a teenager is very easy; getting a teenager to take that ... is another matter altogether. It's not only a case of the advice 'falling on deaf ears', sometimes the teenager seems to go deliberately out of their way to do the exact opposite, that's when you know you've got a problem.

b) Which article would you like to read? Why?

5. a) Complete the sentences below with the modal verbs *must / mustn't*, *should* (*ought to*) *or have to / don't have to*.

1. You ... study more if you want to pass this exam.
2. If you leave now, you ... arrive there by six o'clock.
3. You ... have a ticket to ride in a bus.
4. You ... move any paper on my desk.
5. I really ... work harder.
6. Children ... obey their parents.
7. You ... quit smoking now that you are expecting a baby.
8. It ... be at least five weeks since we last met.
9. You ... be rich to be happy.
10. A good secretary ... speak at least one foreign language.

b) Discuss the questions below in pairs.

1. Which of the modal verbs would you use to give a piece of advice or your personal opinion?
2. Which of them should be used for a strong recommendation coming from the authority, like a doctor talking to a patient or a teacher to a student?

3. Which verb do you use to talk about probabilities, especially if you are quite certain?
4. What if the probability sounds more like prediction or your expectations?
5. What verb is used to talk about very strong obligations like rules or law?
6. What if the obligation or necessity is less categorical?
7. What verb is used to talk about a necessity that's a fact and you can't do anything about it?
8. What modal verb should be used to express your personal necessity, like going to see your granny?
9. What verb in its negative form do you use when there's no necessity or obligation?
10. Which verb in its negative form is used to talk about prohibitions?

c) Check your answers using the chart in the Grammar Reference section on pages 305–307.

d) For each of the questions above find examples from ex. 5a.

6. Discuss the questions below in small groups.

Are you always happy to fulfill your family obligations? Why? Should all family members have obligations? What advice can you give to those who hate family obligations? Do you hear many prohibitions from your parents? Does it make you want to struggle against the prohibitions? What advice can you give to authoritarian parents? Is there a real probability that parents will follow their teen's advice? Is this probability high or low for your parents?

LESSON 5: CRYING OUT FOR HELP

Communicative area: giving advice, recommendations
Active vocabulary: concern

1. **a) Read the definitions below. Work in pairs. Do you agree with them? Write a definition of your own.**

A TEENAGER IS…

– a person who can't remember to walk the dog but never forgets a phone number.

– a youngster who receives her allowance on Monday, spends it on Tuesday, and borrows it from her best friend on Wednesday.

– someone who can hear his favourite singer 3 blocks away but not his mother calling from the next room.

– a whiz that can operate the latest computer without a lesson but can't make a bed.

– a romantic who never falls in love more than once a week.

2. **a) Work in pairs. Discuss what kind of problems the young people of your age have. Make a list.**

b) In pairs make a list of typical concerns the parents of teenagers might have.

c) Which list was easier to make? Why?

3. **a) Look through the letters below. What kind of letters are they? How many of the problems mentioned by the senders are on your list?**

A. *My 15-year-old son in 9th grade quit martial arts and now hangs around talking on the phone and using the computer. He loved martial arts – had been at it since he was 3. When I asked him why, he said* ***"It takes up too much of my life"****. The point here is that he wants to hang around and use computer and do nothing else.* ***This is isolating****, bad for his eyes and body, makes him miss out on the possibilities to develop personality and makes him a boring, sheltered person. It gets to the point where he does not want to answer when I am talking to him. I suggest many different activities and look through magazines to find more, but he shoots down every one. I am hoping someone out there has a suggestion; maybe you went through something like this and found a solution.*

B. *My 15-year-old daughter wants to get her tongue pierced. Any advice (for me or her!)? I personally* ***find the idea disgusting****. Thank you. Barbara*

C. *We had another argument with our 19-year-old (yes, 19!) who just can't live with the limits we want to place on what we are providing in the way of money. The 19-year-old* ***in question*** *just finished her* ***freshman year*** *at an extremely expensive school. We told her when she was applying for schools that if she wanted to go to the expensive school, she would have to earn the money for her personal expenses. She agreed that was perfectly fair. Since then we've had two HUGE arguments about money. First, that she wants money for food. We told her we would buy any groceries she wants – just put it on the list – but we weren't going to give her money (what she really wants is money so she can eat out with her friends). Last night it was gas for her car (yes, she has a car of her own, we pay insurance, but the gas is supposed to be her responsibility). I've offered to pay her for babysitting our youngest child and she* ***semi-agrees*** *but whenever I need her she has other plans. What is wrong? Is she just totally spoiled?*

D. *I just discovered that my daughter (turned 16 in May) has been drinking with her girlfriends. She wouldn't give me much info on how much or how often but basically it sounds like slightly more than every two weeks and that they (a group of 6 or so) pass around a bottle of vodka and drink until they feel drunk. She has had a lot of freedom to spend the night at various girlfriend's houses – we know the parents of about half of them. I explained to her my concerns –* ***overdose****, risky behaviour, alcoholism, etc. My husband and I plan to prohibit her* ***overnights*** *and pay more attention to whose houses she is allowed to go to but I don't know whether or not I should talk to her girlfriend's parents. Any advice? Conflicted Mom*

E. *My daughter has a very explosive temper. She is desperate to prove she is 'an adult' (will turn 17 next month), and often feels like she is not getting the respect and* ***autonomy*** *that she 'deserves.' Then she gets so mad that she slams doors, yells, and sometimes just storms out of the house. I don't really expect her to be able to 'get it' that at almost 17 she is NOT AT ALL an adult, but I would like her to at least learn some better ways of coping with her anger. The door slamming and dirty words are annoying and disrespectful, but maybe I could learn to live with; my main concern is leaving the house at night, which feels really dangerous. We have worked with two different therapists, I liked them both, but she thinks therapy is 'stupid,' 'boring' and 'doesn't work.' At her last* ***session****, she explained to the therapist that she wouldn't have to get so mad if other people just would stop being so annoying; in other words, it's not HER fault, it's OURS. Any recommendations?*

4. a) Work in pairs. Use the context to explain what the words in bold mean.

b) Read the letters again. Name the letter(s) that says or implies that:

– the child in question has some kind of addiction;
– the child is adult enough to solve the problems himself;
– the parents' desire to help didn't do any good;
– the child's behaviour might lead to health problems;
– the parent is trying to find the way to introduce a prohibition;
– the child is being rude to parents.

5. Discuss the questions below in small groups.

What advice or recommendations would you give to the concerned parents in each case? Is there a letter your mum could have written? How would you feel if your parents sought for

help from the outside? What problems might your parents describe in a letter like this?

6. Write a reply to one of the letters. Start like this.

Dear concerned parent, I was really moved by your letter. As a teenager, I must admit...

LESSON 6: FAMILY BREAKDOWN

Communicative area: interview
Active vocabulary: identity, divorce, values, breakdown

1. Discuss the questions below in pairs.

- Why do people live in families? What do families exist for?
- Are traditional families still popular today?
- Is family breakdown a concern of the government? Why do social scientists consider family breakdown a national tragedy?

2. a) Work individually. Use the cards the teacher has given you. First look at the list of words (phrases) in your card. Try to guess their meaning. If you know what they mean, try to think of a definition.

b) Look at the definitions in your card. Try to guess the words they define.

c) Work in pairs. Student A: read out the first definition from your card. Student B: choose the word from your list that matches the definition. Together decide if you are right. Then change turns.

3. Check your memory. Explain what the words and phrases below mean.

Anthropologist, bureaucracy, child rearing, divorce, government resources, identity, inner circle, nursing home, productive household, values.

4. a) Listen to some people talking about the role of a family in society. Which speaker(s) mentions the following functions of a family?

Building the business network; creating an economic unit; giving identity; holding the society, nation and world together; producing children; protecting its members; providing moral and social support to its members; socializing children.

b) Finish the phrases from the interviews. You don't have to use the exact words from the script.

1. There are also changes in values, economics and government policies. These changes are making ...
2. I believe today families have lost their knowledge, skills and resources ...
3. A loving mother and father in a committed marriage is ...
4. Families automatically protect each other against ...
5. The people in an inner circle can be relied upon to…

c) Listen again and check. Do you agree with the statements in ex. 4b?

5. a) Take a minute to think how you would answer the following interview questions: What is the role of a family? Why is family important?

b) Role-play the street interview. Have the interview recorded.

LESSON 7: FAMILY GLUE

Communicative area: talking about family traditions and special events; sharing information, guessing

1. a) Read the joke below. Did you get the humour?

My family has no traditions. We just do the same thing, over and over again, each year.

b) Complete the sentences below with your own ideas.



1. As far as my family is concerned the joke is..., because... 2. Typical family traditions in my country ... 3. Having traditions ...

2. a) You are going to listen to an expert talking about the importance of family traditions. Before you listen, can you predict the expert's reasons?

b) Now listen to the recording and check. How many of them did you guess? What reasons didn't you mention?

c) Which of your ideas didn't the expert mention? Share with the class.

3. a) In his Live Journal the blogger Familyguy has asked other bloggers to share their family traditions. Read the replies below. Do the bloggers sound happy to share their traditions? Why?

<u>Concerned</u>: My mom would always grease our nose with butter on our birthday morning, so we could slide into the next year. (Does anyone else have this crazy tradition? I think it's Irish. We kids didn't enjoy it much.)

<u>Ivan</u>: When someone in your family gets a new job, a promotion, or a raise, create a tradition that they take **you** out for dinner. It doesn't have to be a fancy or expensive dinner – you can go for pizza or wraps. We've been doing it for years!

<u>Tabitha</u>: What a great post! My boyfriend and I try to regularly visit areas in the city (Washington DC) where we live.

Even though we're residents, we go to check out some new spot at least once a week. It's fun to act like a tourist and discover something new. We definitely plan on continuing this tradition as our family gets bigger, no matter where we live!

<u>RoaldfromBoston</u>: We have a couple of traditions. Every Thursday night is family bible study. My mum and dad encourage us kids to ask questions about God and our faith. Friday night is pizza and a movie. We also get together once a month at one of our extended families' homes for family dinner. Everyone in the family gets a turn at their home.

<u>Tinylittle</u>: We have a fun tradition in our family where when someone has a birthday or special occasion, they get a special red plate. A little weird, but everyone loves that red plate!

<u>Benjamin</u>: We have not done it in a while, but my family likes to have music appreciation nights where each person gets to pick one song from a CD that they like to play for the whole family to listen to. We will then talk about what we like about it and it usually ends up in everyone dancing. I plan carrying on this tradition with my own kids once they are old enough.

<u>Grandson:</u> I love all the ideas on this page. One thing that my family does every Christmas is a home-made Christmas Movie. We try to take all the good and bad memories of the year and reenact them in a funny light-hearted way. Everyone in the family is involved from Grandma and Grandpa to the youngest member. We watch the movie right before we open our gifts. It's the best way to start the night out.

<u>Jai Joshi</u>: Many of my family traditions are faith based but we have some great ones. We have a day in summer, called Raksha Bandan, that is just for brothers and sisters. Sisters tie protection bands around their brother's wrist and feed him sweets and he gives them presents, vowing to care for and protect them always. It renews the ties between them and ensures that even when they are far away they think of each other.

Shayla K: Everybody in my family has hair that expresses their personality. My dad's hair is a balding, bright, neon pink. He is so funny, weird and an outgoing person. My younger brother, his hair is like a dark, shaggy, brown mop. You can never see his face, just his mouth that is mostly shut. My youngest brother has hair like spikes in a torture chamber. With light red on the tips, like blood.

My hair is as purple as dark rainy sky. But my mom's hair is like a rainbow, brighting up the sky. But when she's mad it gets dark. When she's happy the colours shine off her head like Skittles all bright.

Smonespecial: My family takes a big family vacation for a week every two years. This started with my grandparents, aunts/uncles, and cousins. Now many of my cousins are married and have kids, so our vacation continues to get bigger and bigger. A lot of people are shocked that our vacation is for an entire week, but it works well. Gives us time to reconnect... and reminds us why we don't live closer together. =) One of the traditions of vacation is having one big meal a day all together. Each of the 6 siblings' families take a night to be in charge of the meal and entertainment.

b) Look through the replies again. Work in pairs. Which of the traditions are: easy to adopt, very unique, fun to try at least once, amusing, quite common, religious, weekly, yearly, borrowed from another culture? Which traditions would you like to adopt? Which ones would your family turn down? Why?

4. a) Prepare to talk about one of your family traditions. Invent one more family tradition that your family doesn't follow.

b) Walk around the class. Tell your classmates about both traditions. Let them guess which one is true. Then change roles.

c) Report on the most unusual tradition or special event you've heard from your classmates.

5. Tell your partner about your family traditions or special events. Do you have anything in common with your partner?

LESSON 8: GRANDMOTHER'S HOUSE

Communicative area: inferring meaning from context

1. a) **Work in pairs. What does the picture below show?**



b) **Put the words below into 5 groups according to the picture above:**

watch, illusion, leather, telescope, goose bumps, smell, microphone, cold, eavesdrop, moist, noise, texture, fingertips, yummy, fluffy, sticky, stink, aroma, spiky, frost, attractive, sour, delicious, tasteless, humid, blizzard, lightening, flavor, spicy, shortsighted, shiny, hearing aid, perfume, visual, view, observe, binoculars, microscope, linen, pattern, sweet, silhouette, drizzle.

2. a) **Read the chapter from a boy's personal memoirs. What were the author's feelings when he was writing this piece? Why?**

My grandmother's house has a very special place in my heart. I lived with my grandmother for many years when I was little. Her house always seemed to have something about it that set it apart from all the rest. As you walked into the front door of her house you noticed a long, slender stairway that led up into the main hallway of the house. The strong smell of cigarette smoke was quite evident when you reached this point. Yes, my grandmother did smoke.

My grandmother's house was always full of laughter and many cheers. Our family used to call it **Grand Central Station**. There was always someone over her house visiting – family or friends. My grandmother's doors were always open to everyone no matter what. When my grandmother had company she would tell us very seriously to act nicely in front of them or she would be very upset at us.

My grandmother always sat in the kitchen of her house. This is where she would drink her hot black coffee with no sugar and smoke her Virginia Slim cigarettes. She would sometimes sit in her kitchen for hours upon end and watch the ducks and the geese swimming by on the river and if it was warm enough outside she would crumble up some bread and feed it to them a little at a time.

In the summer time my grandmother and whoever happened to be at the house would sit out on the sundeck for hours and talk about anything and everything imaginable; she was known as the **neighbourhood gossip queen**. The sundeck was a place for everyone to sit and relax in the warm sunny breeze. My grandmother was a very spontaneous person, she did what she wanted to at the drop of a hat and nobody ever stopped her. She was always very active in many things like volunteering for Veterans Auxiliary, making crafts, cooking, cleaning, etc., but she always had time for the ones she loved.

Living at my grandmother's house was indeed a lot of fun because she was so easy going with me. She allowed me to do all the things that I wanted to do and dreamed about. She was always willing to lend me a hand in anything that I needed. She was a very **giving person** to everyone around her and she never asked for anything in return. She always had an ear to ear smile that would brighten up anyone's day if it wasn't going so well.



My grandmother had a very soft voice that I remember singing us to sleep when we were little. She would wait with us until we fell deep asleep and in the morning she would wake us with the smell of hot freshly cooked breakfast on the table. Even as we got

older she always tried **to baby us** when we were around her. My grandmother was the kind, gentle, loving, caring grandmother every child dreams about.

My grandmother passed away two years ago and it has been a very rough two years trying to cope with such a big loss. After she died I moved out of her house because I was so overwhelmed by the thoughts of her not being there. It was almost like her ghost still moved about inside the house. She always said that when she died she would always be around to watch over us and to take care of us and I think that is exactly what happened.

I find it very difficult to go to my grandmother's house now that she has passed, but from time to time I will stop by. Even today, when I walk into the house I can still smell the Virginia Slim cigarettes she smoked and sometimes I swear I can hear her talking. When I walk into her kitchen I expect to see her sitting at the table drinking her coffee and smoking, but she is never there.

My grandmother was a very big influence on my life. She always instilled the finest qualities in me and always insisted that I be the best that I can be. She had a **special knack** for everything she did. She was always full of joy and tried to spread her happiness to everyone around her and I think that is what I miss most of all now that she is gone.

b) Discuss the questions and do the tasks in pairs.

a) Why did the family call the house the Grand Central Station? What is Grand Central Station like? Describe what one feels with all 5 senses there.
b) Guess what the other words in bold mean using the context. Discuss the meaning in pairs.
c) Pick out words from the text which convey the happiness that the author feels. Pick out words from the text which convey the sense of loss that the author feels.

d) What happened to the house after the grandmother passed away?

3. Read the excerpt again, then work in pairs. Find all the words and phrases that refer to the five senses in the text.

4. **Discuss the questions below in pairs.**

1. Why is "grandmother's house" a special place for many of us?
2. Does your grandmother's house have a special place in your heart?
3. How would you describe your grandmother's house using the five senses?

5. **Prepare to write about your grandma's house or that of another special friend. Use each of your 5 senses in a descriptive essay to make the readers feel like they're along for the ride. Plan it out first.**

LESSON 9: SPEAKING CORNER

Communicative area: giving opinion

1. **a)** **Work in pairs. Discuss the questions below.**



- Do you like board games? Why/why not?
- What board games do you play with your family or friends?
- What's your favourite board game?

b) **Read about a family tradition. Do you like it? Why/why not?**

Family game night is a popular tradition in which family members gather weekly to spend time together playing games. Some families choose to enjoy board games, while others incor-

porate card, acting, dance or video games into their time together. Select a game style that best suits your family's preferences or add variety by playing different types of games together. Game night is a bonding experience for family members of all ages and is a therapeutic way to relax through friendly competition and shared experiences.

2. You are going to play a board game. Read the rules below.

1. Play in groups of three (four). **2.** Appoint a time-keeper. **3.** Decide who will be the first to start (someone with the largest nuclear family, perhaps). **4.** Shuffle the cards and put them on the table face down. **5.** A player picks up a card. He/she has to speak on the given topic for forty seconds nonstop. Players take turns to speak. **6.** The aim of the game is to collect the maximum points. How many points the speaker gets is decided by the other players (in case of arguments half a point could be given). 0 points – the speaker doesn't answer the question or his talk is inadequate, 1 point – the speaker made some pauses, though his answer was mostly clear and appropriate, 2 points – excellent speech!

Get the cards from your teacher and start the game.

Project 10 STEPS TO A HAPPIER FAMILY

1. Work in small groups. Brainstorm the ideas on what makes a family happy.

2. Read the article below. Would the recommendations make your family happier?

As soon as you become a teenager you start developing confidence that what you are doing is right and stop listening to what your parents want to say. You start feeling that there is a generation gap between you and your parents but it never means that you should not respect them or start ignoring them. Giving respect to your parents can give them happiness.

Here are few tips to make your parents happy:

① **Understand them:** Try to understand their feelings, they love you even when you keep on crying whole night, make them miss their parties, make home a mess or keep yelling. They love you without any conditions. Sometimes they want you to live life their way but the reason behind it is to make your future safe and happy. Try to think in a mature way and from your parents' point of view.

② **Show respect:** There is nothing wrong with showing respect to your parents. It will only bring smiles to their faces. Even if you don't agree with their thinking, try to make them understand politely. Don't use harsh words with them, which make them unhappy or hurt. Giving respect is the best way to make anyone happy; it cannot be compared with any precious gift.

③ **Spend some time:** When you think about your parents' life, you will understand that they feel lonely if you avoid them. Thus, try to take some time for your parents. Take them to some family get together, picnic or just spend time at home with lots of fun and positive energy around.

④ **Remember their special events:** Always celebrate your parents' birthday or special events, and celebrate it with lots of love. You can take them out for dinner, buy gifts or just spend this special moment with them and make them realize that you care for them.

⑤ **Show appreciation:** Your parents have done a lot for you, that is the only reason that you are enjoying your life with a proper education and job. Parents do so much but never expect anything in return, so why not to say a thank you to them occasionally and show gratitude with a card, flower or a hug? This will surely bring you close to them and bring memories which your parents can cherish forever.

3. Make a list of tips "How to make a family happier. A teen's opinion." Read the examples below before you start.

• **Think about your siblings for a change.** Try to be nicer to them than usual. Your parents will see and be pleased by your maturity. Then they will give you more freedom.

• **Make them dinner.** After years of cooking for you, it is nice to return the favour.

• **Offer to do things for your parents.** If they look tired or if they look like they need help with something, offer to help them, bonus points if you do it without asking. Do it with pride and make no complaints.

4. Hang the tips around in the classroom for all classmates to read. Vote for the best 5 tips.

UNIT 2

JOBS

LESSON 1: WHAT WOULD YOU LIKE TO DO WHEN YOU GROW UP?

Communicative area: talking about plans for the future, giving reasons
Active vocabulary: to follow in someone's footsteps, purpose, to achieve, unachievable, passion, hands-on
Receptive grammar: expressing wishes about the present

1. a) Read the funny sayings about different jobs. Can you explain the humour?

A good teacher has class. Most doctors are patient people. The professional farmer is outstanding in his field. There is no future in being a historian.

b) Match the famous people with their jobs.

Wolfgang Amadeus Mozart	writer
Charles Dickens	actor
Nelson Mandela	artist
Diego Maradona	scientist
Charlie Chaplin	composer
Salvador Dali	explorer
Thomas Alva Edison	musician
Niccoló Paganini	political leader
Christopher Columbus	footballer

c) Name other famous people and their jobs.

2. a) Listen to several young people answering the question *What would you like to do when you grow up?* Make a list of jobs they mention.

b) Listen again. Be ready to say how many people

– want to be famous;
– don't know what job to choose;
– can't choose between several jobs;
– explain why they like a job.

c) Look through the list of jobs you made for ex. 2a. Do you know any people who do these jobs? Tell your partner about them. Are they good at their jobs?

3. a) Read the sentences from the interviews. Match the words in bold with their definitions.

1. I wonder what **purpose** I have in life. 2. I prefer **hands-on** work to doing paperwork. 3. Some would say it's an **unachievable** goal but I think it's possible. 4. I have a strong **passion** for dancing and singing and I've always focused on that. 5. I'd like **to follow in my father's footsteps** and become a lawyer. 6. When I leave school I want to become a journalist or an actress. The thing is: how? How do I **achieve** my goals?

A. impossible to succeed in; B. a very powerful feeling, for example of love, hate, anger or other emotion; C. to follow the example of someone; D. an intention or aim, reason; E. to succeed in finishing, esp. after a lot of work or effort; F. closely involved, doing something yourself rather than just talking about it or telling other people to do it.

b) Fill in the words from ex. 3a to complete the questions:

1. Do you have a strong ... for something? 2. Do you have a ... in life? 3. Would you like to ... parents' ...? 4. Do you think your goals are ...? 5. How are you going to ... them? 6. What is more important for a good career: ... experience or good academic qualifications?

c) Use the questions above to interview your partner.

4. a) Read one more fragment from the interview. Answer the questions that follow.

I wish I played for Barcelona. That would be my dream job!!!

1. Does the speaker play for Barcelona? 2. Is the sentence above closer in meaning to 'I want to play for Barcelona' or 'I'm sorry I don't play for Barcelona'? 3. Is it a real or an hypothetical situation? 4. Is the speaker's wish about the past or about the present? 5. What grammatical structure is used after 'I wish'? 6. What grammar do you use after 'Ах, калі б я ...' in your language? Is the grammar of this structure different in English?

Read the rules on page 311. Check your answers.

b) Read what the famous characters say. Put the verbs in brackets in the correct grammar form.

1. Cinderella: I wish I (*be*) a princess. 2. Wolf: I wish the woodcutters (*can / not*) hear this girl screaming. 3. Queen: I wish I (*have*) a dear little child as white as snow. 4. The Ugly Duckling: I wish I (*be*) as beautiful as those swans. 5. Rapunzel: I wish my hair (*be*) even longer. 6. Little Pig No 1: I wish my house (*be*) made of bricks. Agh! 7. Winnie-the Pooh: I wish there (*be*) more honey in the jar.

c) Think of a famous book or film character. Write a wish they could make.

d) Do you wish you had better marks in some subjects? Which and why? Do you wish you were younger or older? Why?

5. Write a paragraph answering the question of the interview in ex.2.

LESSON 2: ODD JOBS

Communicative area: talking about jobs
Active vocabulary: odd jobs, badly-paid, well-paid, to work long hours, to deal with clients, to have good / poor working conditions, qualifications, unskilled

1. Play the game in two teams. In turn, name jobs. The game stops when one of the teams runs out of ideas.

2. a) Match the funny job definitions with the names of the jobs.

A banker is ... A diplomat is ... An economist is ... A mathematician is ... A philosopher is ... A programmer is ... A psychologist is ... A schoolteacher is ... A sociologist is ... A professor is ... A modern artist is …

– a fellow who lends you his umbrella when the sun is shining and wants it back the minute it begins to rain.

– someone who can tell you to go to hell in such a way that you will look forward to the trip.

– an expert who will know tomorrow why the things he predicted yesterday didn't happen today.

– a blind man in a dark room looking for a black cat which isn't there.

– one who throws paint on canvas, wipes it off with a cloth and sells the cloth.

– a person who doesn't have a job but at least understands why.

– one who talks in someone else's sleep.

– someone who solves a problem you didn't know you had in a way you don't understand.

– a man whom you pay a lot of money to ask you questions that your wife asks free of charge.

– a disillusioned woman who used to think she liked children.

– someone who, when a beautiful women enters the room and everybody look at her, looks at everybody.

b) Work in pairs. Write your own funny job definitions. Share with the class.

3. a) Choose the best definition for the term 'odd jobs'. Check with your teacher.

A. unusual, strange jobs; B. small jobs of different types, usually unskilled and badly-paid; C. well-paid but boring jobs.

b) Would you like to know what odd jobs celebrities did before becoming famous? Work in pairs. Student A: read the facts on

this page. Student B: read the facts on page 300. Share the most surprising facts with your partner.

Student A:













Hugh Jackman – worked as a clown

Ozzy Osbourne – worked in a slaughterhouse

Jennifer Lopez – worked as a dancer

Tom Cruise – at an early age, Tom Cruise joined a seminary in order to become a priest. Cruise also spent a short time in Kentucky where he was a paperboy for the local newspaper

Johnny Depp – worked as an over-the-phone pen salesman

Danny DeVito – was a formally trained hair stylist before his break on Taxi

Cameron Diaz – toured the world as a model through contracts with Calvin Klein and Levi's

Vin Diesel – worked as a bouncer for 9 years in New York

Walt Disney – drove an ambulance for the Red Cross during World War I

David Duchovny – got a degree from Princeton and a degree from Yale

Lady Gaga – was a waitress at a Greek restaurant

Whoopi Goldberg – used to work as a bricklayer and a bank teller

Mick Jagger – used to be a porter in a mental hospital

Stephen King – worked as a janitor and a school teacher in Hampden, teaching English

4. a) **Together with your partner, discuss which of the celebrities**

- had to work long hours
- had poor working conditions
- had a dangerous job
- got a lot of work experience
- had an unskilled job
- had to deal with difficult clients
- gained some qualifications before becoming famous

b) **Which of these jobs mentioned in the lesson are well-paid? Which of them are badly-paid?**

5. **Work in pairs. Tell your partner about your relatives and neighbours. What jobs do they have? Use the criteria from ex. 4 to describe their jobs.**

LESSON 3: WHAT'S YOUR DREAM CAREER?

Communicative area: talking about choosing a job; speaking about unreal present
Active vocabulary: career, creative
Active grammar: Conditional II

1. a) **Read the dictionary definitions for the words 'job' and 'career'. Fill in the two words to complete the definitions.**

... – a job for which you are trained and in which it is possible to advance during your working life, so that you get greater responsibility and earn more money

... – the regular work which a person does to earn money

b) **Read the joke below. Explain the humour.**

The difference between a job and a career is the difference between forty and sixty hours a week.

Robert Frost

2. **Use the questions of the quiz to ask your partner. Make notes of their answers. What does their ideal career involve? Read the**

recommendations. Do you both agree with the recommendations given?

Quiz: What's Your Dream Career?

1. If you had an evening off, what would you rather do?

a) Go to a party
b) Stay home and surf the Internet
c) Spend time enjoying your favourite hobby
d) Go to a movie

2. Which section of the newspaper do you turn to first?

a) Advice column or letters to the editor
b) News
c) Sports
d) Entertainment

3. What would you prefer to do at a party?

a) Greet people at the door
b) Join in a discussion of current events
c) Make hors d'oeuvres (закуски)
d) Entertain

4. Which book would you rather receive as a gift?

a) *Chicken Soup for the Soul*
b) *A Brief History of Time*
c) *How Things Work*
d) An art book for your coffee table

5. What would you rather do in your spare time?

a) Catch up with friends over coffee
b) Organize your closets
c) Garden or do home renovations
d) Write poetry

6. It's your turn to choose the movie. What's your first choice?

a) A romantic comedy such as *Sleepless in Seattle*
b) A thought-provoking drama such as *A Beautiful Mind*

c) An action-adventure movie such as *Star Wars*
d) An independent film such as *What the Bleep Do We Know?*

7. You're at a social event. Who would you rather join?

a) A large group that is laughing a lot
b) A small group having a lively discussion
c) Several people playing a game such as pool or darts
d) An individual who looks like an interesting person

8. If you had a chance to be on a reality show, what kind of show would you choose?

a) A show where your interpersonal skills can help you win, such as *Survivor, The Apprentice, or The Bachelor*
b) None. You think reality shows are a mindless waste of time
c) A show that gives you the chance to work hands-on to improve something, such as *Trading Spaces*
d) A show where you can win on the basis of your talent, such as *American Idol, Last Comic Standing, or Project Runway*

9. If your friends were asked to describe you with one word, what would they say?

a) Outgoing
b) Intelligent
c) Handy
d) Creative

Recommendations: Your answers can give you some clues to your ideal career. While virtually all careers involve working with people, information, and things, and many allow some creativity in doing the job, most careers focus on one particular aspect and most of us have a distinct preference.

If you answered mostly **A's**, your ideal career probably involves working with people. These careers may involve: mentoring, negotiating, instructing, consulting, supervising, persuading, speaking, serving, or assisting. Possible career choices include: teacher, human resources, flight attendant, life coach, daycare worker, personal assistant.

If you answered mostly **B's**, your ideal career probably involves working with information. These careers may include tasks such as synthesizing, coordinating, analyzing, compiling, computing, copying, or comparing. Possible career choices include: library assistant, editor, web developer, professional organizer, accountant, private investigator.

If you answered mostly **C's**, your ideal career probably involves working with things. Tasks you might do in these careers include setting up, precision working, controlling, driving, operating, tending, feeding, or handling. Possible career choices include: chef, cake decorator, repair person, carpenter, antiques dealer, dog trainer, mechanic.

If you answered mostly **D's**, your ideal career is probably creative (producing or using original and unusual ideas). Possible career choices include: writer, photographer, singer, interior decorator, graphic artist, fashion designer.

Of course there are many more careers to choose from, but knowing your preferred type can help you narrow down the choices.

3. a) Read the sentences from the quiz. Answer the grammar questions.

If you had an evening off, what would you rather do?
If you had a chance to be on a reality show, what kind of show would you choose?
If your friends were asked to describe you with one word, what would they say?

1. What do they tell us about: real situations or hypothetical situations?
2. Do they tell us about unreal past or unreal present?

b) Match the sentences above with one of the formulae:

CONDITIONAL I – *If* + Present Simple/Continuous, *would* + Simple/Continuous Infinitive

CONDITIONAL II – *If* + Past Simple/Continuous, *would* + Simple/Continuous Infinitive

CONDITIONAL III – *If* + Past Perfect, *would* + Perfect Infinitive

4. a) Complete the sentences with the correct forms of the verbs.

a) If I (*have*) more free time, I (*take up*) a new hobby.
b) I (*be*) happy with my future job if the working conditions (*be*) good.
c) If I (*work*) long hours, I (*get*) tired by the end of the week.
d) If I (*have*) to deal with difficult clients, I (*need*) good interpersonal skills.
e) If I (*want*) to be a lawyer, I (*have*) to get some qualifications first.
f) I (*get*) a lot of work experience if I (*try*) some odd jobs in summer.
g) I (*be*) well-paid if my job (*be*) really dangerous.
h) I (*be*) happy if my future career (*involve*) creative work.

b) Work in pairs. Make the statements in ex. 4a true for you. Compare with your partner.

5. a) Read the piece of advice below and answer the question from the quote.

"Ask yourself, *If all jobs paid $2 an hour, what job would I want to do?* When you answer that question, start doing it, even if you have to do it for free at first."

b) Do you think this is a good piece of advice? Why?

LESSON 4: HOW TO CHOOSE A CAREER

Communicative area: discussing advice of a career guide
Active vocabulary: to assess, requirement, hazard, relevant, salary, strength, weakness

1. a) Read the opinions below. Which of them have similar meanings?

A. Choose a job you love and you will never have to work a day in your life.
B. I think the person who takes a job in order to live – that is to say, for the money – has turned himself into a slave.
C. To be successful, the first thing to do is fall in love with your work.
D. The worst days of those who enjoy what they do, are better than the best days of those who don't.
E. Blessed is he who has found his work; let him ask no other blessedness.
F. People forget how fast you did a job – but they remember how well you did it.
G. It's not the hours you put in your work that count, it's the work you put in the hours.
H. Far and away the best prize that life offers is the chance to work hard at work worth doing.
I. Whenever it is in any way possible, every boy and girl should choose as his life work some occupation which he would like to do anyhow, even if he did not need the money.

b) Choose the one you like best. Compare with your classmates. Which opinion seems to be the most popular in your class?

2. a) Answer the questions.

When do you think it's time to start thinking about your future job? Who can give you advice on what career to choose? How can you choose a career?

b) Listen to the interview with a career guide. Does the expert answer all the questions from ex. 2a?

c) Read the list of questions from the interview. Put them in the logical order. Listen again. Check your ideas. Make notes of the answers.

1. Are there any other options?
2. So you've got a list of jobs. What do you do then?

3. How important is it to choose a right career?
4. What would the next step be?
5. What would you start with if you were to choose a job?
6. How relevant is school experience in choosing a career?
7. If you were choosing a job, would you do a career assessment test?

3. a) Read the fragments from the interview. Answer the questions below the text.

Assess your abilities. What are your **strengths**? What are your **weaknesses**? What kinds of skills do you have? ...

Now, **assess** these professions. You can gather information such as job descriptions or work responsibilities, **salary**, education **requirements**, necessary experience, work related **hazards**, etc. Moreover, you can interview others who are already in the professions and visit the library for additional resources as well as searching the internet for **relevant** information.

Which of the words in bold means

- connected with what is happening or being discussed; correct or suitable for a particular purpose?
- needs?
- to judge or decide the amount, value, quality or importance of?
- dangers, risks?
- a good characteristic?
- a fixed amount of money agreed upon every year as payment for an employee (part of which usually paid every month)?
- a fault in someone's character, the opposite of 'strength'?

b) Read the story below. Fill in the words in bold from ex. 3a. Mind the word forms.

My aunt Julia is a teacher. Before choosing her career she was advised to ... the job. Her parents are both architects, so they were really worried that she was not following in their footsteps. They said the ... in teaching was not supposed to be very high, but the ... were too many. The basic educational ... was a bachelor's degree, but my aunt decided to get a master's degree to have better career prospects. Her parents warned her about

the job ... they saw – schools in big cities are dangerous places. She carefully assessed her ... . Her greatest ... was her knowledge of French. Every year she used to get hands-on experience of using the language as her Mum has lots of relatives in France – she is French. Aunt Julia's only ... was that she was a little impatient. But she worked on it and – voila – she has been teaching French for 15 years so far and she's never regretted choosing this career. She still has a passion for her job and loves interacting with students.

4. **Listen to the interview with the career guide again. Use your notes from ex. 2c to write a short summary of the expert's advice. Choose one of the quotations from ex. 1 as an epigraph.**

5. **Work in pairs. Discuss the advice of the career guide. Do you think you will follow her advice?**

LESSON 5: MORE OF A CALLING THAN A CAREER

Communicative area: describing the advantages and disadvantages of a job
Active vocabulary: role model, to be an influence, rewarding, challenging, reward, commitment, competitive, load, calling, nurse, to regret
Receptive grammar: expressing wishes about the past (regrets)

1. **Read the job profile. Fill in the words from lesson 4. Guess the job.**

_______ : _____ing patients, writing care plans, physical examinations, administering treatment.

_____: £18,114 – £50,000 a year.

Working hours: 37.5 hours per week, shift work. Working nights can be hard but you get used to it as time goes on.

Qualifications: degree or diploma. Minimum age to start training in England is 17.5.

General ______: good communicator, calm under pressure, practical, flexible.

Career progression: with experience and further training, there are good opportunities for promotion and specialization. You may apply for leadership roles with wider responsibility. There may be opportunities to work overseas. You could also progress to become a doctor but it involves a lot of study as you still have to pass the ______ medical exams.

_______ : injuries, allergies, chemical and biological hazards, work overload, longer working hours, stress-related health problems, physical or emotional abuse from patients.

2. a) **Look through the comments American nurses have made about their job. Are all of them happy with their job?**

A. Caroline W.: I've had the best nursing **role model** you could ask for – my mom, who is a cardiac care nurse. Listening to her and watching her make a difference in people's lives all these years **has been the greatest influence** in helping me to decide to become a nurse. Nursing isn't just academically **challenging.** We also develop our personal and communications skills, which are important when working with patients. In nursing, I'll never stop learning.

B. Brenda M.: I have been a nurse for 6 years. During this time I have learned I love patient care, working with families and helping them make hard decisions. What do I dislike? Nurses get no respect from their peers, managers, or administration. Families treat the hospital like it is supposed to be a 5-star hotel. Nurses need to complete a lot of paperwork. Patient **load** is huge. If I had it to do all over again, knowing what I know now, I would have chosen another profession.

C. Kimberley C.: I was introduced to nursing by my father. I remember being fascinated by learning new things about how human bodies work. In high school, I also came in contact with medical missionaries who worked in far away lands. These two experiences in my life helped me realise my **calling** to be a nurse.

D. Dan L.: I have been a nurse for over 20 years now and I've never **regretted** choosing the job. For me, nursing has always been more of a calling than a career. It is challenging and very **rewarding** to be able to help patients and family through one of the toughest times in their lives. I also believe that the profession of nursing is in great need of more men.

E. Katherine B.: I decided I wanted to be a nurse when I was 8 years old. Visiting my Mum in hospital, I began to notice the nurses and how they took care not only of patients but also of the patients' families. The most challenging part of nursing is the critical thinking. We have to put together all the pieces of the patient's symptoms and help them recover. I never know what to expect in my job, but I know that I am never alone. We work as a team.

F. Sandra B.: Nursing is different from what I expected. My grandmother was a nurse, my aunts and several cousins are also nurses so I thought I had a pretty good understanding of what the profession was all about, but it turns out that I didn't. Nursing is more than I ever imagined. As a nurse I really get involved in patients' lives. I make a real difference in people's health and they remember me. It is immensely rewarding to know that you can touch someone's life in such a wonderful way. As a nurse, I am a well-respected member of the team. Doctors really listen to my opinions. I know that I can work anywhere because nurses are always needed. Coming out of college nurses have good **employment prospects** and very **competitive** starting salaries. Nursing is hard and you have to have it in your heart if you want to choose this career, but the **rewards** are worth it.

G. Rebeca T.: I am proud to be a nurse, a profession of great challenges and great rewards for those who are ready to use their hearts and minds to help people when they need it most. I fell in love with the job when I saw nurses in action. It seemed to me that they were real heroes at the heart of the action. I still get a rush of adrenaline when we bring a patient back from the brink of death.

H. Delmar I.: Being a nurse is one of the few careers where you are able to make a difference daily in someone else's life. Time passes quickly, but it requires skill, talent, and **commitment.**

I. Stella M.: I haven't been a nurse long but every day I just hate it! My job makes me work more than 50 hours a week and I have personally worked a shift where I didn't sleep, eat, or go to the bathroom in over 40 hours! I have started to feel like a patient's personal slave! I do care about people, but I also care about myself. I wish I hadn't found the job!

b) Read the definitions of the words in bold. Then, read the comments in ex. 2a and answer the questions below.

1. **role model** – a person whom someone admires and whose behaviour they try to copy;
2. **to be an influence** – to have the power to have an effect on people or things;
3. **challenging** – needing great mental or physical effort in order to be done successfully, testing a person's ability;
4. **load** – the amount of work to be done by a person;
5. **calling** – a desire to do a job in which you help others;
6. **to regret** – to be sorry about something you have done;
7. **rewarding** – giving a lot of satisfaction, but possibly not much money;
8. **employment prospects** – the chances of getting a paid job;
9. **competitive** – as high as in other good jobs;
10. **reward** – something given in exchange for good behaviour or good work;
11. **commitment** – being ready to spend all your time doing your job.

Questions:

a) Is nursing more of a calling than a career?
b) How big is the work load?
c) Who have been the nurses' role models?
d) What has been a great influence on them?
e) Have any of the nurses regretted choosing the job? Why?
f) What skills are needed in nursing?
g) Why do nurses need commitment to their job?
h) Why is their job challenging?



i) Is a competitive salary the only reward?
j) What are the employment prospects?
k) How can a nurse make a difference in people's lives?
l) Do you think nursing is rewarding?

3. a) Read the highlighted sentence from the last comment. Answer the questions below.

I wish I hadn't found the job!

1. Did the person find a job? 2. Is the sentence above closer in meaning to 'I didn't want to find a job' or 'I regret finding the job'? 3. Is it a real or an hypothetical situation? 4. Does the speaker wish about the past or about the present? 5. What grammatical structure is used after 'I wish'? 6. What grammar do you use after 'Ах, калі б...' in your language? Is the grammar of this structure different in English? 7. How do you indicate the time in these sentences in English? And in Belarusian?

Read the rules on pages 311–312. Check your answers.

b) Read what people say and match their words with the jobs: *film director, firefighter, archaeologist, teacher, detective*.

1. I wish I had caught him earlier. 2. I wish they hadn't made so many mistakes. 3. I wish the building hadn't caught fire so quickly. 4. I wish I had invited Julia Roberts to play the leading role. 5. I wish the tomb hadn't been ransacked earlier.

c) Are the statements true or false?

1. The detective didn't catch the criminal. 2. The students didn't make many mistakes. 3. The building caught fire very quickly. 4. The film director invited Julia Roberts to play the leading role. 5. The tomb was ransacked earlier.

d) Think of a regret which a nurse might express. Write down a sentence beginning with 'I wish…'.

4. Would you like to be a nurse? Why? Why not? Write a paragraph to answer these questions.

LESSON 6: THE BEST JOBS IN THE WORLD

Communicative area: talking about popular jobs; speaking about future achievements
Receptive grammar: Future Perfect and Future Perfect Continuous

1. a) **Guess the ending of the joke.**

A teacher said to a student one day, "Smith, I wish I had twenty students like you."

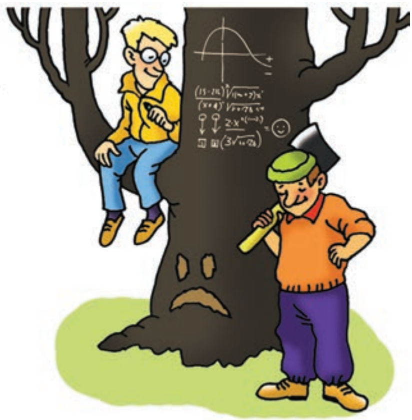
"Thank you, Sir, that's nice to hear," said Smith, "but I'm kind of surprised considering I never hand in my homework on time, I miss a lot of classes and I'm always late."

The teacher said, "I know, but I still wish I had twenty students like you. The problem is I have ______ !"

b) **Listen and check your guess.**

2. a) **Read the introduction to the list of jobs ranking them from best to worst. Look at the chart. What number do you think the job of a teacher is in the list?**

Each year Jobs Rated researchers in the USA survey 200 jobs – from Accountant to Zoologist – ranking them according to five criteria: Physical Requirements, Working Conditions, Salary, Employment Prospects and Stress. Some factors remain constant from year to year, but others change greatly due to changes in the job market, technological advances or current events. Using data from government sources and private organisations, every job receives a score in each category, and these ratings are then combined to form a complete ranking of 200 jobs, from best to worst.



The Best	The Worst
1. Mathematician	200. Lumberjack
2. Actuary	199. Dairy Farmer
3. Statistician	198. Taxi Driver
4. Biologist	197. Seaman
5. Software Engineer	196. Emergency Medical Technician
6. Computer Systems Analyst	195. Roofer
7. Historian	194. Garbage Collector
8. Sociologist	193. Welder
9. Industrial Designer	192. Roustabout
10. Accountant	191. Ironworker

b) **Listen to the radio programme about best and worst jobs. Look at the chart. Make a note of the jobs they speak about and the criteria of their ranking.**

c) **Explain the cartoon.**

d) **Do you agree with the ranking in the list? Why? Why not? Use the criteria in ex. 2a to prove your point.**

3. a) **Read the sentence from the radio programme. Answer the questions below.**

*In September Eric Nellans, a lumberjack **will have been cutting** timber for 15 years and **will have cut down** thousands of trees.*

1. Does the sentence tell us about the past, present or future achievement? 2. Which of the forms in bold emphasizes a result, and which – a process without a pause? 3. Which words in the sentence tell us about a result, and which – about a nonstop process? 4. Which of the forms in bold is the Future Perfect form, and which – the Future Perfect Continuous form? 5. How are the forms made?

b) **Read the rules on pages 312–314 and check your answers.**

c) **Write your answer to the question: How long will you have been learning English by the end of this year?**

4. a) **Read the information on the card. Go round the classroom and tell your classmates about the best job in the world. Listen to their stories. Vote for the best of the best job.**

b) **Work in pairs. Answer the question:**

If you were to choose one of these jobs, which would you choose and why?

c) **Vote for the most popular job.**

LESSON 7: A YOUNG MILLIONNAIRE

Communicative area: discussing advantages and disadvantages of running a business at a young age; discussing unreal situations

1. a) **Listen to the joke. Do you think the bank president's secret can work for you?**

b) **What are the key words of the joke?**

2. a) **Read the story of a young millionaire. Did he make right or wrong decisions? Do you think he's got enough experience now?**

When Ryan Ross was three years old, he started a chicken-and-egg business in his backyard. Today, the eight-year-old is on his fourth company – and has already earned close to $1 million.

"I had 60 chickens and sold a dozen eggs for three dollars," recalls Ryan, who lives near Toronto. "I made $15 a day."

When he got tired of selling eggs, Ryan launched his next business: lawn-mowing. Ryan charged (asked money for a service or activity) customers $20 per hour, but because he was too young to operate a lawnmower, he hired (paid to do a job) older kids to do the work – for $15 dollars an hour.

"He made $5 per hour for doing nothing," says his mother, Savannah. "It was the same thing with his next company, a power-washing business. We supplied the power-washer; he

charged the customer $200 and paid a person $100 to do the work. And they're all his ideas. My husband and I are sure that Ryan has to understand everything he's doing. If I did it for him, it would be my company."

All along, Ryan has been investing his profit in real estate. Today he owns six buildings in Ontario and British Columbia; his personal net worth is $900,000. Ryan has also bought a hockey rink and basketball court for his family, and some 4,000 books for himself. But no mobile phone: parents won't allow it. "His friends in school don't believe he's a businessman", says Savannah. "They think it's nonsense."

But Tiny Trump's ambitions go beyond real estate. "I want to buy two National Hockey League teams," Ryan tells Metro. "That way I can play in the NHL."

Explains Savannah: "Ryan thinks hockey is all fun. But he has to understand the business side, so now we're setting up meetings with NHL owners. They think it's very cute."

b) Read some comments about the story. Which of them do you agree with? Share your ideas with your classmates.

Taylor French: I wish I'd started younger. I started in my teens, but I wish I'd started this early!

My childhood was full of boredom. At least I'd have had something to do.

Ashley Wright: Ha, ha, what is the world coming too?!!

JasonP: Good for this kid. But he'll regret it when he's older. He's never spent time actually being a kid. Another Michael Jackson…

Andrew Maul: I was 9 when I built my first website and was making money, but I wasn't buying real estate and hockey rinks, I can't even imagine doing that on my own.

Popstar: Maybe it's just me, but I think it's pretty sad. His parents should let him enjoy his childhood. He'll have enough time to get crazy about money when he's older.

Black Hat Cat: How do you know he isn't enjoying his childhood?

Bhaskar Jain: Great! It's so good to see kids doing such things. Way to go!

Butters: Work from 8 to 18 and enjoy the rest of your life. Sounds cool!

VeitShenk: I just don't know – I've got 4 kids and I let them play as much as I can. Do you still see kids walking around a forest without any adults nearby for hours on end? Do you still see them building tree-huts out in the wild? Most aren't even allowed to walk to their friends anymore, and need to be taken by car. And then we complain that they are strange. I'm all for teaching them business basics from an early age (my view is that our education system is far too "fact" and not enough "doing" oriented), but certainly make sure they develop the right parts (mind, body, soul) at the right time. And being a business-boy at 8 isn't doing the right thing at the right time.

Coach Ramy: WOW! ….I wish I had started that early!

Usuallyclueless: This is a great story, but there's nothing new about buying something for a $1 and selling it for two. P.S. I'm gonna buy 60 chickens too and let them lay some eggs for me. Then I am going to go around town trying to sell a dozen for $3 and I can guarantee you nobody will buy one egg because I'm not a cute kid …

c) Write your comment to the story.

3. Work in pairs or groups. Discuss with your partner(s) what would happen

- if everyone was a millionaire;
- if there were no teachers in the world;
- if all people were nurses;
- if we all had two heads;
- if the world was flat;
- if time travel was possible;
- if animals could speak;
- if everyone was telepathic;
- if all people could choose their ideal jobs.

LESSON 8: MY FUTURE JOB

Communicative area: speaking about a future career, writing an essay
Receptive grammar: expressing wishes about the past (regrets)

1. a) Read the quotations below and choose the right explanation for each of them.

There are so many things that we wish we had done yesterday, so few that we feel like doing today.

Mignon McLaughlin

a) Work load grows bigger and bigger every day.
b) People regret being lazy in the past, but are still lazy in the present.
c) If you were very busy yesterday, you have very little to do today.

I wish I'd known early what I had to learn late.

Richie Ashburn

a) She knows a lot of things now which she learned earlier.
b) Now she knows many things which she didn't know in the past.
c) She is sorry that she didn't know earlier many of the things she knows now.

b) Listen to the story. Which of the quotations from ex. 1a does it illustrate?

2. a) Use the questions below to interview your partner.

1. Do you have a purpose in life? 2. Have you started thinking about your future career? If yes, when? 3. What career would you like to choose? 4. Who or what has been an influence on you in choosing your future career? 5. Are you going to follow in your parents' footsteps? 6. Do you have a role model?

7. What qualifications are you going to get? 8. Are you going to do any odd jobs to get some hands-on experience? 9. Do you have a passion for something? 10. What skills do you have? 11. Are you a creative person? 12. Do you think you have got the abilities to achieve your goals? 13. What are your strengths? What are your weaknesses? 14. Have you done any career assessment tests? 15. If your goals prove to be unachievable, what are you going to do then?

b) Answer your partner's questions.

c) Compare your answers. What do you have in common?

3. Make a profile of your future job. Use ex. 1 from lesson 5 for help.

4. Write an essay *My Future Job*. Use the questions from ex. 2a and the list of words and phrases below for help.

to deal with clients / to do paperwork; skilled / unskilled; good / poor working conditions; to work long hours; work load; responsibilities; requirements; well-paid / badly-paid; competitive salary; relevant experience / skills; career / calling; rewarding / challenging; hazards; commitment

LESSON 9: THE SHEPHERD'S DAUGHTER

Communicative area: inferring meaning from context; discussing the benefits of having a skill

1. Play the game in pairs. Think of a job. Let your partner guess your job by asking you Yes / No questions from the list below.

Do you work inside? Do you work outside? Do you wear a uniform? Do you have to work long hours? Do you have to deal with people? Do you work alone? Do you have to use your hands? Do you make things? Is it a skilled job? Do you need to

drive? Is your job well-paid? Is your job badly-paid? Do you have to have qualifications for your job?

You can answer in the following way:

Yes,	always. usually. often. sometimes.	No,	never. hardly ever. not usually.	I don't know. I'm not sure.

2. a) Would you rather like to be a writer, a shepherd, a weaver or a king? Why?









b) What do thieves and murderers do? Are they honourable people?

3. Listen to the story. Follow along in the book. What is the moral of the story?

The shepherd's daughter

After William Saroyan

It is the opinion of my grandmother, God bless her, that all men should labour, and at the table, a moment ago she said to me: You must learn to do some good work, the making of some item

useful to man, something out of clay, or out of wood, or metal, or cloth. It is not proper for a young man to be ignorant of an honourable craft. Is there anything you can make? Can you make a simple table, a chair, a plain dish, a coffee pot? Is there anything you can do?

And my grandmother looked at me with anger.

I know, she said, you are supposed to be a writer, and I suppose you are, but you must learn to make solid things, things that can be used, that can be seen and touched.



There was a king of the Persians, said my grandmother, and he had a son, and this son fell in love with a shepherd's daughter. He went to his father and he said, My Lord, I love a shepherd's daughter, I would have her for my wife. And the king said, I am king and you are my son, and when I die you shall be king, how can it be that you would marry the daughter of a shepherd? And the son said, My Lord, I do not know but I know that I love this girl and would have her for my queen.

The king saw that his son's love for the girl was from God, and he said, I will send a message to her. And he called a messenger to him and he said, Go to the shepherd's daughter and say that my son loves her and would have her for his wife. And the messenger went to the girl and he said, The king's son loves you and would have you for his wife. And the girl said, What labour does he do? And the messenger said, Why, he is the son of the king; he does no labour. And the messenger returned to the king and spoke the words of the shepherd's daughter.



The king said to his son, The shepherd's daughter wished you to learn some craft. Would you still have her for your wife? And the son said, Yes, I will learn to weave straw rugs. And the boy was taught to weave rugs of straw, in patterns and in colours and with ornamental

designs, and at the end of three days he was making very fine straw rugs, and the messenger returned to the shepherd’s daughter, and he said, These rugs of straw are of the work of the king’s son.

And the girl went with the messenger to the king’s palace, and she became the wife of the king’s son.

One day, said my grandmother, the king’s son was walking through the streets of Baghdad, and he came upon an eating place which was so clean and cool that he entered it and sat at the table. This place was a place of thieves and murderers, and they took the king’s son and placed him in a large dungeon where many great man of the city were being held, and the thieves and murderers were killing the fattest of the men and feeding them to the leanest of them, and making a sport of it. The king’s son was of the leanest of the men, and it was not known that he was the son of the king of the Persians, so his life was spared, and he said to the thieves and murderers, I am a weaver of straw rugs and these rugs have great value. And they brought him straw and asked him to weave and in three days he weaved three rugs, and he said, Carry these rugs to the palace of the king of the Persians, and for each rug he will give you a hundred gold pieces of money. And the rugs were carried to the palace of the king, and when the king saw the rugs, he understood that they were the work of his son and he took the rugs to the shepherd’s daughter and he said, These rugs were brought to the palace and they are the work of my son who is lost. And the shepherd’s daughter took each rug and looked at it closely and in the design of each rug she saw in the written language of the Persians a message from her husband, and she related this message to the king.

And the king, said my grandmother, sent many soldiers to the place of the thieves and murderers, and the soldiers rescued all the captives and killed all the thieves and murderers, and the king’s son was returned safely to the palace of his father, and the company of his wife, the little shepherd’s daughter. And when the boy went into the palace and saw again his wife, he humbled himself before her and he embraced her feet, and he said, My love, it is because of you that I am alive, and the king was greatly pleased with the shepherd’s daughter.

Now, said my grandmother, do you see why every man should learn an honourable craft?

I see very clearly, I said, and as soon as I earn enough money to buy a saw and a hammer and a piece of lumber I shall do my best to make a simple chair or a shelf for books.

4. Answer the questions.

1. Who tells the story? 2. Why is the author's grandmother angry with him? 3. What argument does she use to demonstrate that she is right? 4. Who did the king's son want to marry? 5. On what condition did the girl agree to marry him? 6. What craft did the young man learn? 7. How did the king's son get into trouble? 8. Why wasn't he killed immediately? 9. What saved him from death? 10. Why did he thank the shepherd's daughter?

5. Discuss with your partner.

- What skill do you have?
- Do you wish you had learned any labour?
- Who can give you advice on how to behave in life?

Project DISCURSIVE COMPOSITION "MY FUTURE JOB"

1. Write about your future career. Your composition should include your reasons for choosing the job, your assessment of the advantages and disadvantages of the job, your career plans, etc. Use the following linkers: *moreover, on the one hand … on the other hand, however, but, also, in conclusion, firstly, secondly*, etc.

2. Hang up your compositions around the classroom. Take time to read all of them. Vote for the best composition. Take both content and form into consideration.

UNIT 3
ENVIRONMENT

LESSON 1: ENVIRONMENTAL ISSUES

Communicative area: speaking about environmental issues
Active vocabulary: environment, resource depletion, ozone depletion, conservation, nuclear, interdependent, deforestation, biodiversity, extinct, valuable

1. a) Read the joke. What is the lumberjack proud of?



The advertisement said, "Wanted: a very experienced lumberjack". A man answered the ad and was asked to describe his experience.

"I've worked in the Sahara Forest."

"You mean the Sahara Desert", said the interviewer.

The man laughed and answered, "Oh sure, that's what they call it now!"

b) What do lumberjacks do? Choose from the list:

1) earn money for living;
2) destroy the environment;
3) cut down forests.

environment – the air, water and land in or on which people, animals and plants live

c) Would you like to work as a lumberjack? Why?

2. a) Cut the 'word snake' into 7 environmental issues. Match them with the pictures. Which of the pictures illustrates the joke in ex.1?



Pollutionresourcedepletionconservationnuclearissues
climatechangewasteozonedepletion

b) Listen to the interview with Bill McKibben, an environmentalist. Which of the environmental issues in ex. 2a are mentioned in the interview?

c) Look through the excerpts from the interview. Fill in the missing words.

A. People are becoming more **aware** that their activities can seriously damage the ... and the animals and plants on it.

B. – What environmental ... are most important today? – There are many of them and they're all **interdependent**.
C. However, it is widely recognized that ... materials are a **valuable** resource, too. An English proverb says "One man's trash is another man's treasure."
D. Forests are being destroyed at the rate of 40 hectares a minute! **Deforestation** destroys the environmental ... and reduces biodiversity.
E. Talking about biodiversity, more and more animals and plant ... are becoming **extinct**.
F. **Biodiversity** is a term which describes how rich the Earth is in the ... of species.

d) Listen to Bill McKibben again. Check your answers to ex. 2c.

3. a) Complete the definitions for the words in bold from ex. 2c.

1. The degree of variation of animal and plant species on Earth is called ... .
2. If an animal no longer lives on Earth, it becomes ... .
3. Dependent on each other means ... .
4. The cutting down of trees in a large area or the destruction of forests by people is ... .
5. To be ... means to know that something exists, or to have knowledge or experience of a particular thing.
6. If something is helpful and important, it can be called ....

b) Complete the summary of the interview using the new vocabulary of the lesson.

People's activities have made a huge impact on the ... , but unfortunately, most people are not fully ... of the damage they have done to the planet. Environmentalists assess this damage and give advice on how to compensate for what has been done. There are many environmental issues, which are important today and they are all ... . The most dramatic of them are ... ..., ... , ... issues, the issue of ... , ... which includes deforestation and ... which is closely connected with animal and plant species becoming ... and the problem of preserving ... on the planet.

4. a) Match the words in two columns to make word combinations from the interview.

big	species
seriously	areas
interdependent	impact
extreme	damage
threatening	conditions
noise	change
hazardous	waste
nuclear	pollution
valuable	resource
tropical	issues
environmental	balance
endangered	plants

b) Use the word combinations from ex. 4a to reproduce the ideas from the interview. Work in pairs, take turns. Add as much detail as possible.

E.g. *big impact – Human activities have a big impact on the environment.*

5. Work in groups of three. Answer the questions.

1. Which of the environmental issues is the most dramatic in Bill McKibben's opinion? 2. Is he optimistic about the future of the humanity? Why do you think so? 3. Which of the environmental issues is the most important one in your opinion? 4. Why are they all interdependent? 5. Are ***you*** optimistic about the future of the humanity? 6. Would you like to be an environmentalist? Why?

LESSON 2: POLLUTION

Communicative area: speaking about pollution, speaking about unreal past (lost opportunities)
Active vocabulary: greenhouse effect, global warming, acid rain, carbon footprint, carbon dioxide, fuel, emissions, to melt, to rise, to reduce, to increase
Active grammar: Conditional III

1. **Use your background knowledge, the pictures and the chemical formulae in the box to guess the meaning of the highlighted terms.**

acid – HCl or H_2SO_4;

carbon dioxide – CO_2;

ozone – O_3





the greenhouse effect

carbon dioxide

global warming

carbon

footprint

acid rain

2. a) **Read the article on pollution. Check your guesses.**

In prehistoric times, people killed animals for food and built fires to cook food and keep themselves warm. They cut down trees for **fuel**, and their fires released pollution into the air. But there were so few people that their activities had little impact on the environment. In modern times, the world's population has been growing very fast. In 1850 there were around a billion people in the world. By 2011 there were about 7 billion. According to United Nations estimates, by 2050 the world population will have reached 8.9 billion people.

As the world's population continues to grow, there will be more people who need food, livestock and energy. This **increasing** demand will lead to increasing **emissions** of greenhouse gases. What are greenhouse gases? And what is the greenhouse effect? The greenhouse effect is a natural process, necessary for life to exist on the Earth: certain gases in the atmosphere act like the glass walls of a greenhouse – they let the Sun rays

pass through to the Earth's surface but hold in some of the heat. These gases include water vapour, carbon dioxide, ozone and others. Without these gases, the Earth's temperature would be 15°C lower and we couldn't live here.

Human activity is changing the amount of greenhouse gases in the atmosphere. As cities have grown in size and population, people have needed more and more electricity, cars and products of all kinds. As industries have grown, more greenhouse gases have been produced by the burning of fossil fuels such as oil, coal and natural gas. The increases in these gases make greenhouse 'glass' thicker, causing more heat to be held in the atmosphere than in the past. It doesn't seem like much, but a slight warming could cause changes in the climate of many regions. If the climate changed enough, the plants and animals that normally live there could no longer survive.

Some scientists say that we wouldn't have damaged the Earth so much if we hadn't started the Industrial Revolution in the 18th century. It is only a joke, but the impact of industrialisation is really dramatic. There is a gradual rise in the temperature of the Earth which is called global warming. Some scientists believe that it is a part of a natural cycle of warming and cooling. But most of them think that pollution plays a big role.

Acid rain (a mixture of rain or snow with toxic gases) and deforestation (cutting down forests faster than they are replaced) are major contributors to climate change too. However, in industrially developed countries most carbon emissions are caused by individuals. The amount of emissions you are personally responsible for is known as your carbon footprint. Our carbon footprint is the carbon dioxide released into the atmosphere from our normal daily activities: using energy in the home (mainly for heating, but also for washing clothes or using computers etc.), driving and air travel.

It is believed that all the factors mentioned above will cause the average temperatures to **rise** as much as 1.5°C over the next 100 years. If the temperature rises that much, it will cause a

lot of ice near the North and South Poles **to melt**, making more water go into the oceans. The process of ozone depletion caused by the pollution of the air with CFCs (chlorofluorocarbons) over the Polar Regions will contribute into this process too. Many areas along the coast like Venice, New York, the Netherlands or tropical islands are very likely to get under water. The planet would never be the same without these places. The time to act is now.

In 1997 in Kyoto, Japan, an international agreement was signed aimed at fighting global warming. Its goal is to achieve the stabilisation of greenhouse gas concentrations in the atmosphere to prevent dangerous climate change. The Kyoto Protocol recognises that developed countries are responsible for the high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity. Under the Protocol, 37 countries have **to reduce** greenhouse gases emissions. CFCs have to be reduced under the 1987 Montreal Protocol dealing with substances responsible for ozone depletion.

b) Which of the words in bold means

- to go up?
- to turn from ice and snow into water?
- to cause a gas to leave an enclosed area and enter the surrounding area?
- a substance which is used to provide heat or power, usually by being burned?
- to make smaller?
- becoming larger?

c) Match the paragraphs of the article with the headings below:

Ozone depletion and melting of the ice. Pollution in the past. Greenhouse effect. Carbon footprint. International agreements. Global warming. Pollution now.

d) Is the situation with pollution changing for the better or for the worse?

3. a) Read the underlined conditional sentences (ex. 2a). Which of them tells us about 1) real future; 2) unreal present; 3) unreal past?

b) Match the underlined sentences with the patterns below:

Conditional I: ***If*** + Present Simple, ***will*** + Simple Infinitive

Conditional II: ***If*** + Past Simple, ***would*** + Simple Infinitive

Conditional III: ***If*** + Past Perfect, ***would*** + Perfect Infinitive

c) Answer the questions.

1. What word do you always use in the main clause of the Unreal Conditional sentences? 2. What word do you always use in the conditional clause of the Unreal Conditional sentences? 3. Does the meaning of the sentence change if you change the order of the clauses? 4. Do you always put a comma between the clauses? 5. Which of the grammar structures tells us about lost opportunities?

4. Complete the sentences with the correct forms of the verbs to express lost opportunities.

1. If industries (*not / increase*) releasing greenhouse gases into the atmosphere, the greenhouse effect (*start*) to build up.
2. If humans (*release*) fewer CFCs into the atmosphere, the ozone layer (*become*) depleted.
3. If humans (*not / cut down*) so many trees for fuel, they (*release*) so much pollution into the air.
4. If humans (*not / cut down*) so many trees, the forests (*absorb*) more carbon dioxide by now.
5. If rain and snow (*not / start*) mixing with acids, the problem of the acid rain (*not / appear*).
6. The humans (*make*) such a great impact on the environment if they (*produce*) such an amount of greenhouse gases.

5. a) **Work in pairs. Use the chain of events to speak about lost opportunities. Take turns.**

E.g. *If humans hadn't developed, they wouldn't have made progress.*

humans developed → humans made progress → they moved to cities → industries developed → cities grew in population → cities grew in size → people needed more electricity, cars and other products → industries grew → more fuels were burnt → more greenhouse gases were produced → more heat was accumulated in the atmosphere → the temperature of the Earth rose → humans damaged the Earth → humans became an endangered species

b) **Individually, write down the chain of events, using Conditional III.**

6. **Work in groups. Look back at ex. 1 and the lesson title. How are the highlighted terms and the lesson title interdependent? Report the results of your discussion to the class.**

LESSON 3: DEFORESTATION

Communicative area: speaking about deforestation, speaking about lost opportunities
Active vocabulary: rainforest, rate, lungs, crops, to breathe, breath, to plant, soil, fertile
Active grammar: Conditional III

1. a) **Do you have anything made from trees in your home? Share with the class.**

b) **Work in pairs. Do the quiz on rainforests.**

Question 1: Where in the world can you find tropical rainforests?
A: In Central America and the Amazon River Basin
B: In South-East Asia and Australia
C: In the Congo River Basin and Madagascar
D: In all of these

Question 2: How many species become extinct every day in the world's tropical rainforests?

A:1 B:10 C:25 D:35

Question 3: Rainforests are full of life. How many species might you find in just one square kilometre of forest?

A: 500 B:1000 C:2000 D:3000

Question 4: The forests have been around for a long time, some are as old as

A: The Tower of London B: Egyptian Pyramids C: Roman Pantheon D: Dinosaurs

Question 5: Plants from the rainforests have helped us to treat

A: Leukaemia B: Breast cancer C: Asthma D: All of these

Question 6: What do we get from tropical rainforests?

A: Sugar and spices B: Bamboo and rubber C: Chocolate and pineapples D: All of these

Question 7: How tall do trees grow in the rainforest?

A: 15 metres B: 25 metres C: 45 metres D: 65 metres

Question 8: Traditional rainforest hunters use blow pipes and poison tipped darts. Where do they get the poison from?

A: Plants B: Frogs C: Spiders D: Snakes

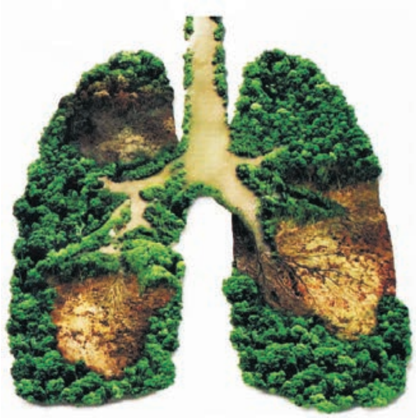
Question 9: Each year we cut down an area of rainforest the size of:

A: 1/10 of Belarus B: Minsk C: 100 football pitches D: Europe

c) Which facts do you find most surprising?

2. a) Work in two groups. Group 1 makes a list of dangers that rainforests face. Group 2 makes a list of dangers that people will face if rainforests disappear. Report to the class.

b) Listen to the interview with the Brazilian expert on rainforests Rosa Lemos de Sa. Which dangers from your lists are mentioned in the interview?**



LOST THERE,
FELT HERE

c) Read the script of the programme. Fill in the missing words. Then, listen and check.**

to breathe, breath, to plant, rate, crops, fertile, soil, lungs

Interviewer: There is no doubt that the Amazon rainforest is very important for the environment. But it is thought that an area bigger than France has been cut down since the 1970s, and recently trees are being cut down at an even more worrying (a) ... .

Rosa Lemos de Sa: The Amazon rainforest is being given extra protection now, because the Brazilian government is worried about how quickly it is being destroyed. Politicians have decided they've got to do more to stop people illegally cutting down trees in the forest.

I: The Amazon forest is known as 'the (b) ... of the world'. Why?

R: This is because the trees (c) ... in gases like carbon dioxide – which are harmful to us – and breathe out oxygen, cleaning the air for us. Deforestation in this area is likely to increase the greenhouse gas carbon dioxide in the atmosphere.

I: Some experts say that forests depletion is also increasing ozone in the atmosphere and making people short of (d) ... .

R: Fortunately, it's a myth. Ozone depletion is happening due to chemicals (CFCs) released into the atmosphere by people. And deforestation is not making people short of breath as there is enough oxygen in the air to breathe.

I: 7.5 million hectares of rainforest are being cut down each year to make space for growing cattle and (e) ... and for sale – that makes 20 football pitches every minute.

R: Human activities have made a terrible impact on the environment in the region. If people hadn't cut down the trees to develop agriculture, the (f) ... wouldn't have become unable to produce good crops. Along with the trees, a huge number of species of plants and animals have disappeared, that could be useful to people in the future. If the habitat for wildlife hadn't been lost, hunting wouldn't have become more difficult for the local people and their cultures wouldn't have been lost.

I: What can be done to protect rainforests?

R: You may think that it is just necessary to stop people cutting down trees. However, it's not as simple as that. Most of the countries that have rainforests are poor and have high rates of population growth. They're just trying to make some money.

I: So what do you think should have been done by the local authorities?

R: If a mixture of different crops and trees had been (g) ... together, the soils would have stayed (h) ... . And if wildlife reserves had been set up, more money could have been made through tourism. It's never too late to start making changes, though. The prices for rainforest products should be increased, sales of hard wood should be banned, damage caused by machinery should be reduced and traditions of the local people must be respected.

3. a) **Find sentences in the interview which tell us about lost opportunities (Conditional III). Change them back to real facts.**

E.g. *If people hadn't cut down the trees to develop agriculture, the soil wouldn't have become infertile. – People cut down trees to develop agriculture. As a result, the soil became infertile.*

b) **Put the facts about rainforests in the logical order.**

A. Trees were cut down. B. New trees grew more slowly and there were fewer species. C. Soil became less fertile and the ground got dry. D. Trees did not protect soil, so nutrients (пажыўныя рэчывы) were washed out by the rain. E. It was hard for the rain to get into the soil, so there was risk of flooding (затапленне).

c) **Change the pairs of facts from ex. 3b into Conditional III sentences to speak about lost opportunities.**

E.g. *If trees hadn't been cut down, new trees wouldn't have grown more slowly.*

4. a) **Work in pairs. Make a list of things you can do to protect rainforests.**

b) **Write a paragraph for a forum on rainforests on the Internet expressing your opinion on the problem. Use the new words from the lesson and at least one sentence with Conditional III forms.**

LESSON 4: ANIMALS IN DANGER

Communicative area: speaking about animals in danger
Active vocabulary: poacher, powers, rare, ape, humans, habitat

1. **Look at the photos of famous people. Do you recognise them? They are all actors. But what else do they have in common?**



2. **a) Match the words below with their definitions.**

rare	a) people who catch and kill animals illegally
poachers	b) not often found on earth
powers	c) abilities
apes	d) the natural surroundings in which an animal or plant usually lives
humans	e) gorillas, chimpanzees or orangutans
habitat	f) people

b) Work in pairs. Ask and answer the questions below.

1. Who is more intelligent: humans or apes? 2. Where are the habitats of great apes? 3. Can you name any animals that have become extinct? Can you name any rare animals? 4. In many countries people believe that some animals have magical powers. Have you ever heard about such animals? 5. Are there any poachers in your country?

3. **Imagine you are starting a charity to help animals in danger. You have to choose an animal to become the symbol of your organisation.**

a) Read the articles about endangered animals (Student A reads text A; student B – text B). Each student prepares to answer three questions:

- What is the article about? (give some facts and figures)
- What is the most shocking fact?
- What is your attitude to this environmental issue?

A. Chimpanzees and gorillas are our closest animal relatives. Genetically, there's only a two-percent difference between **humans** and **apes.** They laugh when they are tickled, and they cry like we do, too. Great apes are very **rare**, but in Central and Western Africa they are being increasingly hunted for their meat and their babies are being sold as children's pets. Humans could soon be responsible for killing them off forever.

Over the last 20 years, the rainforests in central Africa – the **habitats** of great apes – have been steadily cut down. Huge logging (лесанарыхтоўчыя) companies have moved into the area and they pay local hunters to provide their workers with 'bush meat'. Traditionally, it is the meat of any wild animal – usually killed with a spear (кап'ё). Local conservationist Gary Richardson, says: "If hunting continues, the Great Apes of Africa will soon become extinct."

The Great Apes are an endangered species. It's actually illegal to hunt them in most African countries. But, in the Congo Republic alone, around 600 gorillas and 3,000 chimpanzees are killed every year. Apes are not just killed for their meat. In some parts of Central Africa it's believed that parts of the bodies of chimpanzees and gorillas have magical **powers**. Dried gorilla hands are sold in markets because they are said to make children grow strong.

However much we care for animals, there is no simple solution to these problems. In an African market, a gorilla carcass sells for about £20 and the hands for about £1 each. A baby chimpanzee can be sold for up to £40. This is a small fortune for **poachers.** They kill rare animals because they are poor and need money. In some countries poachers are educated and turned into conservation workers as a solution.

B. Animals have always died out naturally. The dinosaurs had been around for millions of years before they became extinct. Unfortunately, rare animals are now becoming extinct ten times

faster than they would do if there were no **humans** around. Our world is changing faster than some species can adapt. Pollution, deforestation and building all effect animal **habitats** which means they have nowhere to live and nothing to eat. Orangutans (the name means 'person of the forest'), which live in the forests of Indonesia and Malaysia, are disappearing. Today there are only around 50,000 of these wonderful **apes** remaining in the wild, compared to a figure of 315,000 in 1900. Over the past 20 years 80% of their natural habitat has been destroyed, leaving them with ever smaller areas to survive in.

There's another rare Asian animal which can become extinct. 100 years ago, there were 100,000 tigers in the world. Experts say that there may be as few as 3,200 tigers left in the wild. Meanwhile, there's an ever increasing demand for tiger products, which are used in traditional Chinese medicine. A Chinese doctor says, "I wish people hadn't killed so many tigers. If they became extinct, we'd suffer, too." Chinese medicine is over 2,000 years old and it seems to work successfully for millions of people. While there's such a huge demand for tiger products, it's almost impossible to stop tigers from being killed. The fact that killing tigers is illegal doesn't stop the poachers. A Cambodian **poacher** can earn ten times his annual income by shooting just one tiger. For the poacher it's like winning a lottery.

What can be done? Scientists have been testing traditional Chinese medicine and they know that rare animals' bones do not have magical **powers**, though they are used to treat some diseases. But they have also found out that bones of other (not **rare**) animals can be used as a substitute.

b) Work in pairs – students A and B. Use the questions in ex. 2b to share your information on endangered animals.



c) Don't look at the articles. In the same pairs, answer the questions below.

1. How many tigers were there in the world in 1900? 2. How many tigers are left in the world? 3. How many orangutans were there in 1900? 4. How many orangutans are left in the world now? 5. How many gorillas and chimps are killed each year? 6. How much can a chimpanzee cost in Africa? 7. Why are rare animals disappearing?

d) Check the texts of the articles. Whose answers were correct?

e) In your pairs, decide which of the animals will become a symbol of your charity. Compare with your classmates.

4. a) Read about the famous people from ex. 1. Match their fact files with the photos.

FACTFILE I: She's a pretty blonde who has been driving a hybrid car since they first became available. Her MTV show takes viewers on eco adventures to endangered habitats worldwide, and she has taken a leadership position in the Environmental Media Association. She was a presenter in Al Gore's environmental documentary called *An Inconvenient Truth*.

FACTFILE II: One of his grandmothers was Russian. He arrived at the Oscars in a hybrid car. His documentary *The 11th Hour* – which the actor wrote, narrated and co-produced – showed the impact humans have had on the environment. He maintains a blog on environmental issues and green living. He also donated $1 mln to the World Wildlife Fund during an international conference in St. Petersburg to help save wild tigers.

FACTFILE III: While some greenies buy clothes and footwear that are made from non-animal materials, she actually designs them, too. The actress lent her name to the Animal Planet documentary *Saving A Species: Gorillas on the Brink*, which spoke about dangers to animals' rainforest habitats. She has also been active in groups like Global Green USA, an organisation which deals with environmental issues on an international scale.

FACTFILE IV: He has been a part of environmental company Global Green for several years, and renovated his home with

solar panels. He also drives a hybrid car. The actor wrote an essay that appeared in the book *Antarctica – A Call to Action.* He's starred in some of the biggest films of the last 10 years, including the Lord of the Rings series and the Pirates of the Caribbean.

b) Whose example would you like to follow? Why?

LESSON 5: PROBLEMS AND SOLUTIONS

Communicative area: discussing environmental issues in different countries of the world and possibilities of solving the problems; speaking about unreal conditions and results
Active vocabulary: crucial, consequence, renewable, oil, to consume, to reuse, to recycle, landfill, radioactive contamination
Receptive grammar: mixed Conditionals

1. a) Read the proverb. Work in pairs. Explain the meaning.

Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize we cannot eat money. *Cree Indian Proverb*

b) Which of the environmental issues below does the proverb tell us about?

acid rain | pollution | nuclear waste | resource depletion | deforestation | global warming | climate change | overfishing | radioactive contamination | ozone depletion | loss of biodiversity | animals extinction | waste

2. a) Which of the environmental issues in ex. 1b are the most crucial for the countries in the list below? Why do you think so?

CANADA | USA | UK | BELARUS | CHINA | AUSTRALIA | NEW ZEALAND

b) Listen to the news from all over the world and match the news items with the photos, the countries in ex. 2a and the environmental issues in ex. 1b. Which country is not mentioned in the news?



3. a) **Read the words from the news with their definitions. Use the words to complete the questions below.**

crucial (of a decision or event in the future) extremely important

consequences – often bad or inconvenient results of a particular action or situation

renewable – which will never run out

oil – a fossil fuel, like gas and coal, which is produced from ancient plant material

consumes – uses (fuel, energy or time), especially in large amounts

reused – used again

recycled – collected and treated to produce useful materials which can be used again

landfills – places where rubbish is buried

radioactive contamination – poisoning by nuclear waste

• Which countries of the world are the greatest ... producers? Which countries ... a lot of oil?
• Are fossil fuels a ... energy source?
• What happens to the biodiversity in the ... ... zone?
• Which waste can be ... , and which can be ...?
• Do you know what happens to the nuclear waste ...?
• Are humans fully aware of the ... of their careless behaviour?
• Is it ... for people to start thinking about environmental issues?

b) In pairs, answer the questions above.

4. a) Match the four sentences from the news with the following patterns:

past condition – past result
past condition – present result
present condition – past result
present condition – present (or future) result

If we had developed alternative, renewable energy sources, we'd have fewer problems now.

If the spill had been stopped earlier, the damage wouldn't have been so great.

If more waste was reduced, greenhouse emissions from landfills could be reduced too.

If people were more careful in general, the accident would never have happened.

b) Answer the grammar questions.

1. Which of the sentences from the text are pure Conditionals (Conditional II and Conditional III)? Which of them are mixed Conditionals? Translate the sentences into your language. 2. What is the difference in the grammar between the original and the translation?

5. a) Listen to the news again. Take notes of possible solutions to the environmental problems.

b) Compare your notes with your partner. Share with the whole class.

6. a) Have you been to any of the following countries?

SWITZERLAND, SWEDEN, NORWAY, COSTA RICA, AUSTRALIA, FRANCE, NEW ZEALAND, COLOMBIA, FINLAND, LATVIA

Guess what these countries have in common. (Read the answer to the question on page 300). What countries do you think are the dirtiest in the world? Why?

b) Work in groups. What do you know about environmental issues in other countries of the world? What do you think can be done to solve the problems?

LESSON 6: THINK GLOBALLY, ACT LOCALLY

Communicative area: speaking about small actions that can change the world
Active vocabulary: consumption

1. a) Match the beginnings of the sentences with appropriate endings to make an environmental joke.

Beginnings:

1. Mr. Nelson, the school's PE teacher, was on the way to his car when he saw Saxby, a first year boy, dropping a chewing ...
2. "Saxby!! Come here!!" The boy knew he was in ...
3. "What do you think you're doing, boy?! Dropping rubbish like some hooligan, and a chewing gum wrapper too!!" ...
4. "Don't apologise to me, Saxby, apologise to the environment!! It's idiots like you who are destroying the planet!! Now pick up your rubbish, spit out your gum and throw them away properly!!" The boy ...
5. Feeling very proud of himself, Mr. Nelson opened the door of his 6-seater, 4-wheel drive SUV and started the ...

Endings: engine. / "Sorry, sir." / did as he was told. / gum wrapper. / trouble.

b) Listen to the joke and check yourselves. What is the idea of the joke?

2. a) Work in pairs. Answer the questions below. Report to the class.

• When you get up in the morning, do you have a bath or a shower? Do you drink coffee or tea for breakfast? Do you watch TV, listen to the radio, turn on your computer, dry your hair or iron your clothes before going to school?

• How do you get to school? Do you like to chew some chewing gum on the way to school? What do you do with it when it loses its flavour?

• When you come to school, do you have to turn on the light in the classroom? Are there a lot of trees around your school?

• How many notebooks are you using this year? How many books?

• How quickly are you growing up? Can you still wear your last year's clothes? What about your classmates? What do you do with the clothes when you grow out of them? Do you wear a fur coat in winter?

• When you buy things, where do you put your shopping? How many plastic bags does your family use a day?

b) Read the environmental fact file. How are these facts connected with the questions in ex. 2a?

57% of a raw coffee bean is not needed. The waste pulp gets thrown in rivers causing pollution. Growing coffee causes deforestation and soil erosion too. Clearing trees to grow coffee reduces the number of birds in an area by 97%.

In central London 40 thousand cars every hour use the roads, causing pollution.

The pile of rubbish at New York's Fresh Kills landfill was so big that it could be seen from outer space.

Every year around 2 million sea birds die after eating or being tangled up in thrown away plastic.

Recycling one aluminium can save enough energy to power a TV for three hours.

Animals are killed each year on farms and in the wild by electrocution, drowning, trapping or beating to provide fur for humans.

It costs around £150 million to clean gum off the UK streets. Chewing gum is illegal in Singapore.

A single tree will absorb one ton of carbon dioxide over its lifetime.

c) Can you think of any more questions that will make you think about environmental issues?

3. There are four solutions to the environmental problems.

FOUR Rs: REDUCE, REUSE, RECYCLE, RESPECT



a) What can we do to stop or at least reduce the amount of damage we bring to the environment? Find appropriate endings for the four beginnings.

reduce, reuse, recycle, respect

to consume – consumption

- … all spent natural resources to reduce more fresh consumption
- … consumption of natural resources
- … emission of carbon dioxide into the atmosphere
- … the beauty of nature
- … all recycled materials to reduce the demand
- … all used materials with the available technologies
- … human activities causing global warming and climate change
- … deforestation

• … the Earth's biodiversity

• … all materials made with trees / plants for their conservation

• … human activities causing pollution of water, air, forests and soil

• … consumption of energy to reduce pollution and exploitation of nature

• … all wasted/spent natural materials to reduce their consumption

• … all used materials made with trees/plants to reduce deforestation

• … future generations – they have the most to lose if we don't respect our planet as there is no Planet B for them

b) Work in pairs to discuss what you personally can do in each case. Compare with your classmates.

4. **a) Read the saying of Mahatma Gandhi. Can you explain the meaning?**

"You must be the change you wish to see in this world."

b) Match the actions (numbers) with the reasons (letters).

1. SAY NO TO PLASTIC BAGS WHENEVER POSSIBLE
2. FIT AT LEAST ONE ENERGY-SAVING LIGHT BULB
3. LEARN BASIC FIRST AID
4. SMILE AND SMILE BACK
5. TURN OFF APPLIANCES AT THE MAINS
6. RECYCLE YOUR MOBILE PHONE
7. SPEND TIME WITH SOMEONE FROM A DIFFERENT GENERATION
8. GIVE YOUR CHANGE TO CHARITY
9. TRY WATCHING LESS TV
10. TURN OFF UNNECESSARY LIGHTS
11. PUT YOUR GUM IN THE BIN
12. DO SOMETHING YOU THINK YOU ARE UNABLE TO DO
13. RECYCLE YOUR BOOKS

A. **Why?** You could save someone's life!

B. **Why?** People in other countries can use them and they pollute landfill sites.

C. **Why?** People's mood is based on how they get treated.
D. **Why?** They see the world differently and they want to know how you see it.
E. **Why?** It can make you turn off from reality – get your own back!
F. **Why?** Saves paper, shares words.
G. **Why?** Many plastic bags can take up to 500 years to break down when buried.
H. **Why?** You never know who you are until you try stretching your limits.
I. **Why?** In the UK people buy about 1,000 million packets of chewing gum a year and it costs £150 million to clean up.
J. **Why?** It all adds up. It makes the world the way you want it.
K. **Why?** They use just one quarter of the electricity that the ordinary kind do.
L. **Why?** A TV, Video and DVD on standby still use up electricity.
M. **Why?** Because they burn up the earth's resources for no purpose whatsoever.

c) Work in pairs. Decide which of the actions above

- **would change the way we use the world's resources;**
- **you couldn't ever imagine doing;**
- **would cheer up the world;**

d) Work in small groups. Answer the questions below.

Are some actions easier to carry out than others? Which actions most appeal to you and why? If you could imagine a million people doing something together, that changed the world, what would it be?

LESSON 7: A DROP IN THE OCEAN

Communicative area: speaking about saving water; speaking about regrets and unreal past
Receptive grammar: Conditional III and wishes and regrets

1. a) **In all the proverbs and sayings below the same word is missing. Read and guess the word.**

"We forget that the ... cycle and the life cycle are one". *Jacques Cousteau*

"If there is magic on the planet, it is contained in the ...". *Loren Eisley*

"... is the driver of Nature". *Leanardo da Vinci*

"The frog does not drink up the ... of the pond in which he lives". *American Indian Saying*

"Dirty ... cannot be washed". *African proverb*

"... keeps everything alive". *Thales of Miletus*

"By means of ..., we give life to everything". *Koran*

"All the ... that will ever be is right now". *National Geographic*

"Children of a culture born in a ...-rich environment, we have never really learned how important ... is to us. We understand it, but we do not respect it". *William Ashworth*

b) **Which of the proverbs and sayings above do you like most?**

2. a) **How do you and your family use water? Answer the questions below with a 'Yes' or 'No'?**



1. Do you take baths instead of showers? 2. Do you keep your tap running when you clean your teeth? 3. Do you use your washing machine or dishwasher for just a few items? 4. Are you thinking of replacing your washing machine? 5. Do you wash vegetables and salads under a running tap? 6. Do any of your taps drip? 7. Do you use a hosepipe to clean your car? 8. Do you water your garden plants with tap water?

b) **Use the questions above to interview your classmate. Compare your answers. Discuss what can be done to improve the situation.**

c) **Match the questions in ex. 2a with the actions below.**

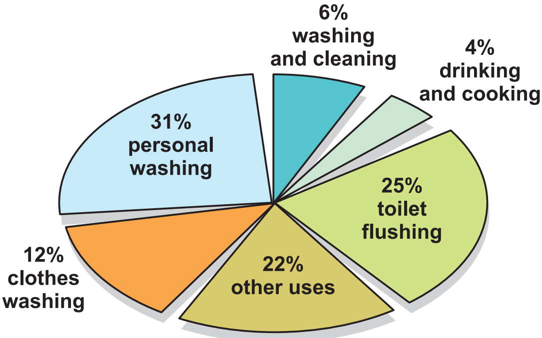
A. Washing them in a bowl of water instead would use less water.
B. A dripping tap can waste a litre of water in twenty minutes.
C. Collect and use rainwater instead.
D. If you fill a cup with water instead, you could save 10 litres of water each night and morning.
E. A shower can use less than half as much water as a bath – but not if it's a 'power' shower.
F. Why not wait until you have enough items for a full load?
G. Try using buckets of water instead.
H. Did you know that washing machines can use from 36 to 104 litres of water per wash? Try to choose a water-efficient washing machine.



3. a) **Listen to Leah, a British teenager who speaks about saving water in her home. Why does she think saving water is important?**

b) **Listen again. Which of the water-saving recommendations from ex. 2c has she been following?**

c) **Look through the recommendations again. Study the diagram. Which of the water-saving ideas would you like to adopt? Why?**



4. a) **Read two sentences from Leah's interview. Compare the grammar structures in the sentences.**

If only **I'd started** much earlier.

If **I'd started** a couple of years ago, I **would've saved** tons of water.

b) **Repeat the sentences after the speaker. Pay attention to the pronunciation of the contracted forms.**

c) **Change the regrets below into Conditional III sentences to speak about lost opportunities / unreal past.**

E.g. *I wish I had done my homework yesterday. – If I had done my homework yesterday, I would have got a good mark.*

1. If only dinosaurs hadn't become extinct. 2. I wish people hadn't destroyed so many forests. 3. I wish carbon dioxide emissions hadn't been so big. 4. If only the biodiversity of the Amazon hadn't been reduced. 5. If only human population hadn't grown so much. 6. I wish poachers hadn't killed so many rare animals. 7. If only people hadn't polluted the water in the oceans and seas. 8. If only humans had started thinking about environment at the times of the Industrial Revolution.

d) **Read your sentences to your partner. Do you have similar ideas?**

5. **a)** **Solve a Maths problem. Leah became environmentally aware a year ago. How much water has she saved cleaning her teeth? How much water would she have saved cleaning her teeth, if she'd become environmentally aware at the age of five?**

b) **How much water would you have saved if you had become more environmentally aware when you started school? Count and report to the class.**

LESSON 8: DREAMER

Communication area: speaking about solutions to environmental problems; expressing opinion; expressing complex ideas
Receptive grammar: participial constructions

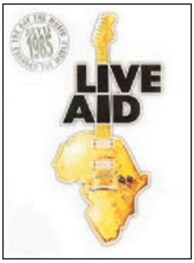
1. **Read about Live Aid concerts. How were they connected with environmental issues? Were they a success?**

Live Aid was a concert held on 13 July 1985. The event was organized by Bob Geldof and Midge Ure as a charity to help the



people of Ethiopia. Five Ethiopian provinces received record low rainfalls in those years, which led to drought and crop failure.

Promoted as a global event, the concert was held at the same time in Wembley Stadium in London, United Kingdom (attended by 72,000 people) and John F. Kennedy Stadium in Philadelphia, United States (attended by about 100,000 people). On the same day, concerts inspired by the initiative happened in other countries, such as Australia and Germany. Watched live by 1.9 billion people, it was one of the largest-scale satellite link-ups and television broadcasts of all time. Such famous musicians as Mick Jagger and David Bowie, Pink Floyd and Queen, Madonna and Paul McCartney took part in the concerts. Phil Collins performed at both stadiums, flying from the UK to the US by Concorde.



Talking about the event in 2001, one of the organisers stated that while initially it had been hoped that Live Aid would raise £1 million, the final figure was £150 million. His effort highly recognised, Geldof was given an honorary knighthood.

2. **Ozzy Osbourne was one of the participants of the Live Aid concert in the USA. Listen to his song 'Dreamer'. Choose the best summary for the song.**

A. He likes dreaming.

B. He dreams of a better world.

C. He is worried about the planet.

3. a) **Fill in the missing words. Listen and check yourselves.**

dreaming, hoping, gazing (looking), fighting, wondering, watching

Dreamer

... through the window at the world outside,
...: "Will mother earth survive?"
... that mankind will stop abusing[1] her sometime.
After all, there's only just the two of us
And here we are, still ... for our lives,
... all of history repeat itself time after time.

I'm just a dreamer,
I dream my life away.
I'm just a dreamer
Who dreams of better days.
I watch the sun go down like everyone of us,
I'm hoping that the dawn[2] will bring a sign[3],
A better place for those who will come after us … this time.
I'm just a dreamer,
I dream my life away, oh yeah.
I'm just a dreamer,
Who dreams of better days.
Your higher power – maybe God or Jesus Christ –
It doesn't really matter much to me.
Without each other's help there is no hope for us.
I'm living in a dream of fantasy,
Oh yeah, yeah, yeah.

If only we could all just find serenity[4]
It would be nice if we could live as one...
When will all this anger, hate and bigotry[5] be gone?
I'm just a dreamer,
I dream my life away
Today.
I'm just a dreamer
Who dreams of better days,
Okay.
I'm just a dreamer
Who's searching for the way
Today
I'm just a dreamer,

... my life away
Oh yeah, yeah, yeah.

---

[1] **abuse** – мучыць; жорстка абыходзіцца; псаваць, неасцярожна карыстацца чым-н.
[2] **dawn** – світанне, золак.
[3] **sign** – знак; сімвал; прымета, прадвесце.
[4] **serenity** – ціхамірнасць, спакой.
[5] **bigotry** – сляпая адданасць (прыхільнасць) чаму-н; фанатызм; нецярпімасць.

b) Work in pairs. Explain the meaning of the highlighted sentences. Share with the class.

c) Which grammatical structures show that the singer is a dreamer?

4. a) Look at the sentences from the song. See how the structure of the sentences changes from line to line. Does the change of the structure change the meaning? Which of the versions is/are more suitable for speaking, and which – for writing?

I am just a dreamer. I dream my life away.
I am just a dreamer who dreams his life away.
I am just a dreamer dreaming my life away.

b) The words you filled in the song in ex. 3 are Present Participles. Match the columns below.

Present Participle (Participle I)	V3
Past Participle (Participle II)	Ving

Which of the participles has a passive meaning?

c) Study the examples below. Why is one of the sentences crossed out? What clauses do we call misrelated?

There were hundreds of seabirds there **dying in the oil spill.** (What was there? – Seabirds. Who was dying in the oil spill? – Seabirds.)

Most of the waste **produced by people** can be recycled. (What can be recycled? – Waste. What is produced by people? – Waste.)

~~**Looking out of the plane window**, there was a huge oil spill on the surface of the ocean.~~ (Who was looking out of the window? – Someone. What was there on the surface of the sea? – An oil spill. This participle clause is misrelated. The subject of the participle clause does not relate to the subject of the main clause – the clauses have different subjects.)

Judging from the statistics, about 80% of the rainforest have been destroyed in Borneo in the last 30 years. (What has been destroyed in Borneo? – The rainforest. Who is judging from the statistics? – The speaker. Though the participle clause is misrelated, it is OK, because it expresses the speaker's opinion.)

d) Find examples of participial clauses in ex. 1. Which of the clauses has its own subject? What are the subjects of other clauses?

5. a) Match the participial clauses expressing the speaker's attitude with the appropriate endings.

Generally speaking, ...
Judging from the statistics, ...
Considering the human impact on the environment, ...
Supposing there was no fresh water, ...
Taking everything into consideration, ...

... our future looks very sad.
... how would the humanity survive?
... very few people in the world are really worried about the future of the planet.
... more and more rainforests are destroyed every year.
... people should take immediate action to save the Earth.

b) Work in pairs. Do you agree with the statements above?

6. a) Change the underlined phrases in the song into participial clauses.

b) Sing the song along with Ozzy Osbourne.

7. If Live Aid events were held this year, would you like to go? Who would you like to hear singing in the concerts?

LESSON 9: SOUND OF THUNDER

Communicative area: inferring meaning from context; discussing the impact of the humanity on the environment

1. a) **Look through the words in the box. What do you think the story is about?**

future, safari, past, dinosaur, time machine, past, path, careful, change, butterfly, thunder

b) **Listen to the story. Follow in the book. Check your predictions.**

Sound of Thunder
(abridged)

After Ray Bradbury

The sign on the wall burned in the darkness:

TIME SAFARI, INC.
SAFARIS TO ANY YEAR IN THE PAST.
YOU NAME THE ANIMAL.
WE TAKE YOU THERE.
YOU SHOOT IT.

"Does this safari guarantee I come back alive?"

"We guarantee nothing", said the official, "except the dinosaurs." He turned. "This is Mr. Travis, your Safari Guide in the Past. He'll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there's a stiff penalty of another ten thousand dollars plus possible government action on your return."

"Hell and damn," Eckels breathed, the light of the Machine on his thin face. "A real Time Machine." He shook his head. "Makes you think. If the election had gone badly yesterday, I might be here now running away from the results. Thank God

Keith won. He'll make a fine President of the United States."



"Yes," said the man behind the desk. "We're lucky. If Deutscher had gotten in, we'd have the worst kind of dictatorship. There's an anti-everything man for you, a militarist, anti-Christ, anti-human, anti-intellectual. People called us up, you know, joking but not joking. Said if Deutscher became President, they wanted to go live in 1492. Of course, it's not our business to conduct escapes, but to form Safaris. Anyway, Keith's President now. All you got to worry about is ..."

"Shooting the dinosaur," Eckels finished for him.

"A *Tyrannosaurus Rex*. The Thunder lizard, the damnest monster in history. Sign this release. Anything happens to you, we're not responsible. Those dinosaurs are hungry."

They moved silently across the room, taking their guns with them, toward the Machine.

First a day, then a night and then a day and then a night, then it was day-night-day-night-day. A week, a month, a year, a decade! A.D. 2055. A.D.2019, 1999! 1957! Gone! The Machine roared.

The Machine slowed; its scream fell to a murmur. The Machine stopped.

The sun stopped in the sky.

"Christ isn't born yet," said Travis. "Moses has not gone to the mountain to talk with God. The Pyramids are still in the earth, waiting to be cut out and put up. Remember that, Alexander, Caesar, Napoleon, Hitler – none of them exists. That" – Mr. Travis pointed – "is the jungle of sixty million two thousand and fifty-five years before President Keith."

"And that," he said, "is the Path, laid by Time Safari for your use. Its purpose is to keep you from touching this world of the past in any way. Stay on the Path. Don't go off it. For any reason! If you fall, there's a penalty. And don't shoot any animal we don't okay."

"Why?" asked Eckels.

“We don’t want to change the Future. Not knowing it, we might kill an important animal, a small bird, a flower even, thus destroying an important link in a growing species. Say we accidentally kill one mouse here. That means all the future families of this mouse are destroyed, right? And all the families of the families of that one mouse! With a stamp of your foot, you annihilate first one, then a dozen, then a thousand, a million, a billion possible mice!”

“So what?”

“Well, what about the foxes that’ll need those mice to survive? For want of ten mice a fox dies. For want of ten foxes, a lion starves. Fifty-nine million years later, a cave man goes hunting sable-tooth tiger for food. But you, friend, have stepped on all the tigers in that region. By stepping on a single mouse. So the cave man starves. And the cave man is an entire future nation. Destroy this one man, and you destroy a race, a people, an entire history of life. Step on a mouse and you crush the Pyramids. So be careful. Stay on the Path. Never step off!”

“Of course maybe our theory is wrong. Maybe Time can’t be changed by us. Or maybe it can be changed only in little subtle ways.”

“How do we know which animal to shoot?” “They’re marked with red paint. We kill animals with no future that are never going to mate again. You see how careful we are?”

(Out of the silence of the jungle, with a sound of thunder, Tyrannosaurus Rex appears. The Thunder Lizard is so huge and horrible that Eckels gets shocked and scared. He decides to return to the Machine. On his way back, without knowing it, he runs off the Path and walks on the grass. Finally, he finds his way to the Machine. The others kill the dinosaur and come back too.)

Travis came walking, glanced at Eckels. “He nearly killed us. But it isn’t that so much. Hell, no. It’s his shoes! Look at them! He ran off the Path. God knows what he’s done to Time, to History!”

1492. 1776. 1812. 1999. 2000. 2055.

The Machine stopped.

The room was there as they had left it. But not the same as they had left it. ... There was a feel. What sort of world it was now, there was no telling.

But the immediate thing was the sign painted on the office wall, the same sign he had read earlier today on first entering. Somehow, the sign had changed:

TYME SEFARI INC.
SEFARIS TU ANY YEER EN THE PAST.
YU NAIM THE ANIMALL.
WEE TAEK YU THAIR.
YU SHOOT ITT.

Eckels felt himself fall into a chair.

"Not a little thing like that! Not a butterfly!" cried Eckels. It fell to the floor, an exquisite thing, a small thing.

"Who – who won the presidential election yesterday?"

The man behind the desk laughed. "You joking? You know damn well. Deutscher, of course! Who else?"

Eckels dropped to his knees. He scrabbled at the golden butterfly with shaking fingers. "Can't we take it back, can't we make it alive again? Can't we start over? Can't we ..."

He did not move. He heard Travis shift his rifle.

There was a sound of thunder.

2. a) Work in pairs. Answer the questions below.

1. What year is it? What country? 2. What year do the characters in the story travel to? What for? 3. How much does the safari cost? 4. How much is the penalty if you break the rules? 5. Are the characters of the story happy with the results of the recent elections? 6. Why can't the hunters step off the Path? 7. What animals can they shoot? 8. What happens during the hunt? 9. Are there any changes in the world they come back to? 10. What would have happened if Eckels hadn't stepped on the butterfly? 11. Explain the title of the story. 12. What do you think the term 'butterfly effect' mean?

b) Listen to the nursery rhyme. Follow in the book. Choose the correct idea(s) behind it.

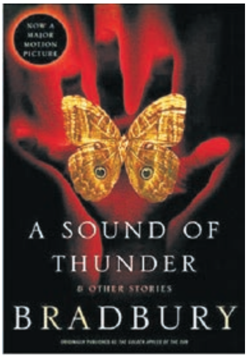
For Want of a Nail

For want of a nail the shoe was lost.
For want of a shoe the horse was lost.
For want of a horse the rider was lost.
For want of a rider the battle was lost.
For want of a battle the kingdom was lost.
And all for the want of a horseshoe nail.

1. It's used to explain children the possible events that may follow a thoughtless act.
2. It shows that small actions can result in large after effect.
3. The rhyme is thus a good illustration of the "butterfly effect", which proposes that a small change at one place can result in large differences later on.

c) Share your ideas with the rest of the class.

3. a) Read Ray Bradbury's quotes. Discuss their meaning with a partner. Compare with another pair.



There are worse crimes than burning books. One of them is not reading them.

We are an impossibility in an impossible universe.

I don't try to describe the future. I try to prevent it.

b) **Which of Ray Bradbury's quotes do you like most? Why?**

4. a) **Listen to the poem *Town and Country Air*.**

By Celia Berrell

It's both town and country air
that we ultimately share.
So, polluting one, expect
to get a butterfly effect.

If the key to all our health
is to share in nature's wealth,
then we'd best invest a plan
to save our wildlife while we can.

b) **How serious is the impact of the humanity on the environment? Use the story, the poem above and yur own ideas to prove your point.**

c) **Learn the poem by heart.**

Project SMALL ACTIONS CAN CHANGE THE WORLD

Work individually or in pairs.

- Study one of the environmental issues in detail.
- Think about its possible impact on the future of the planet.
- Outline a plan of action to make the impact as minimal as possible.
- Prepare to speak about your personal contribution to the solution of the problem.
- Present the problem and possible ways of solving it to the class. To make your presentation memorable, make your presentation using pictures, photos, diagrams, sounds, music, songs, etc.

UNIT 4

BRITAIN, AUSTRALIA, NEW ZEALAND

LESSON 1: THE LAND OF HOPE AND GLORY

Communicative area: asking, giving information, expressing opinion
Active vocabulary: area, occupy, fortress, shopping mall

1. Match the names with the definitions.

Britain or Great Britain (GB)	a) a group of islands that include Britain, Ireland and a number of smaller islands.
the United Kingdom of Great Britain and Northern Ireland (the UK)	b) a geographical area consisting of England, Scotland and Wales, but not Ireland.
The British Isles	c) independent state occupying the southern part of the island of Ireland.
The Republic of Ireland	d) full, correct name of the country, which includes England, Scotland, Wales and Northern Ireland.

2. a) Do the quiz on the UK together with your partner.

1. The head of the state is
a) Prime Minister b) the Queen c) Archbishop of Canterbury

2. The major religion in Great Britain is
a) Christianity – Catholicism b) Christian – Protestantism
c) Islam

3. Chunnel is
a) the busiest airport in London
b) a popular TV channel in Great Britain



Fortress



Distillery

c) the railway tunnel between Britain and France.

4. The Loch Ness Monster and Whisky are both from
a) Scotland b) Northern Ireland c) England

5. Wales is the land of
a) huge shopping malls b) castles and fortresses c) pubs and casinos

b) Listen and check.

3. **Work in pairs. In turns find out how well your partner remembers information from today's lesson. Student A answers the questions below. Student B reads the text on pages 300–301.**

- Is the Queen also the head of the Republic of Ireland? Why?
- Can a Frenchman travel from homeland to the UK by car? How?
- What legend is Scotland famous for? Do you personally believe that the monster exists?
- What part of the UK will you recommend a bar owner to visit? Why?
- What information from today's lesson do you find most surprising?

LESSON 2: DISCOVERING GREAT BRITAIN

Communicative area: describing a country
Active grammar: articles with geographical names

1. **What British geographical names do you remember from your previous class?**

2. **Complete the table, using the map.**



Country	Capital	Highest mountain	Island	Groups of islands / mountains	Seas, rivers, channels
England					
Scotland					
Wales					
Northern Ireland					

London, Edinburgh, Cardiff, Belfast, Glasgow, Snowdon, Ben Nevis, Slieve Donard, Scafell Pike, the Grampian Mountains, the Pennines, the Cambrian Mountains, the Mourne Mountains, Jura, Fair Isle, Anglesey, the Shetland Islands, the Hebrides, the Orkney Islands, the Thames, the Clyde, the Severn, the North Sea, the English Channel, the Irish Sea.

3. Work in pairs. With the help of the table above formulate the rules of article usage with geographical names.

Zero article: ....
The definite article: ....

4. Insert the articles where necessary and using the map, decide if those sentences are true or false.

a) ... Britain is only 35 km from ... France and is now linked by a tunnel under ... English Channel.
b) ... North Sea separates ... Great Britain from Ireland.
c) Such groups of islands as ... Orkneys, ... Hebrides and ... Shetlands are part of ... UK.
d) ... London is the capital of ... UK and of ... England. ... Cardiff is the capital of ... Scotland. ... Belfast is the capital of ... Northern Ireland. ... Edinburgh is the capital of ... Wales.
e) ... Ben Nevis in ... Wales is the highest mountain in ... Great Britain.
f) ... Severn is the longest river which rises in ... Central Wales and flows through ... England to ... Bristol Channel.

5. Work in groups.

a) Prepare a description of a part of the UK (England, Scotland, Wales or Northern Ireland). Make sure you use articles where necessary. Use the phrases below.

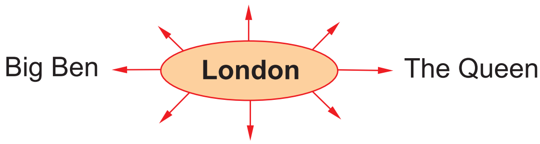
There you can find such cities as ...
It borders on...
It is washed by...
As for the mountains, you can find...
There are ... (rivers and lakes)
Personally I think that ... is a great place because...

b) Compete for the best presentation.

LESSON 3: LONDON DIVERSITY

Communicative area: describing London areas, asking for and giving information
Active vocabulary: a landmark, a venue, population density, poverty rate, bizarre, noteworthy.

1. a) Work in pairs. Add more London associations to the mind map below.



b) What British customs and traditions do you know about?

2. Read the tourist information about London areas. Name the text (A–E) in which you can find the answers to the following questions:

WHICH AREA:

hosted London 2012 Olympic Games? *A*
has a lot of museums?
is the financial centre?
gathers a lot of artists and writers?
has a lot of historical landmarks?

is a shoppers' paradise?
is known to be the poorest area?
is famous for its tennis?
offers the calm atmosphere of a village?
has the reputation of the bohemian London?
has been home to the lot of immigrants for ages?
is London's clubbing centre?
is filled with a lot of celebrities?
has a lot of skyscrapers?
is famous for its theatres?

A. Wimbledon Village



Wimbledon is where you'll find one of London's most perfect villages. This leafy London area is perhaps best known for one of the world's top sporting events: The Wimbledon Lawn Tennis Championships. The Wimbledon tennis courts was a London 2012 Olympic **venue**.

B. Tower Hamlets, East London



It includes much of the redeveloped Docklands region of London. Many of the tallest buildings in London are located on the Isle of Dogs in the south of the borough. For centuries the area has been home to lots of immigrants from all over the world. 33 per cent of the population is Bangladeshis. Tower Hamlets has the highest **poverty rate** in London, with high level of unemployment, low income levels, poor health conditions, high crime rates, bad housing as well as recording one of the highest **population densities** in London.

C. The City, Central London

The City of London is the historical heart of London. This area was a trading post almost 2000 years ago. Today the City is a mostly com–



mercial district dominated by the stately buildings and skyscrapers that house offices for the finance industry. The district is considered to be one of the three largest financial zones of the world. There are however plenty of historical **landmarks**. The star here is the majestic St. Paul's Cathedral, but there are also such **noteworthy** sights as Buckingham Palace, the Florence Nightingale Museum and the Museum of London.

D. Notting Hill, West London



It is considered to be one of the most fashionable and stylish districts in London. It's also one of the busiest areas as there are many restaurants, cafes, boutique shops, bars and pubs. It's a real paradise for the shoppers. Portobello market offers everything from expensive antiques to food and clothes. This is the venue for the famous Notting Hill Carnival, held every year in the month of August. A never–ending stream of celebri–ties fills Notting Hill on a regular basis, including Stella McCartney, Bjork, Robbie Williams and Claudia Schiffer.

E. Soho, West End



London's Soho is often visited by many tourists as it is famous for its theatre shows, gay scene, pubs, clubs, bars and restaurants. Since the 20th century, Soho has become the centre of bohemian London with intellectu–als, writers, artists and poets eating and drinking in Soho's many pubs and restaurants. There's a long tra–dition of live theatre and performance in Soho. From big–budget mu–sicals and important plays to **bizarre** cabaret and **stand-up comedy**, you'll find something on stage to suit any taste. The area is also the heart of London's live music and clubbing.

3. **Which of the words in bold in the leaflet mean the following:**

1) an object or feature of a landscape that is easily seen and recognized from a distance;
2) a comedic art form in which a comedian performs in front of a live audience, speaking directly to them;
3) the amount of extremely poor people;
4) the place where something happens, especially an organized event such as a concert, conference, or sports competition;
5) the quantity of people or things in a given area or space;
6) very strange or unusual, esp. so as to cause interest or amusement;
7) worth paying attention to; interesting or significant.

4. **Listen to 4 people speaking of some districts in London. Match the speakers to the areas they describe. One area is not mentioned.**

5. **Use the cards the teacher has given you to play the "Find your perfect match…" game.**

LESSON 4: DOES THE MONARCHY STILL MATTER?

Communicative area: talking about British traditions, discussing the influence of mass media on a person's life
Active vocabulary: monarchy, hint, stag night, hen night, reception, to be grounded

1. **Look at the pictures. What do they say about the British Monarchy?**





The 29th of April, 2011 was another proud day for the British Monarchy, when Prince William and Kate Middleton got married at Westminster Abbey.

2. a) The Couple's Press Secretary speaks about the Royal Family. Read the hints and guess what questions might have been asked by the journalists.



1. ... divorce and his mother's death, ... media was quite difficult, ... accept they do need the media.
2. ... was known – the dress, the stag and hen nights. We knew ... to know.
3. Burton – ... – said the princess was ... . The dress was made for her and has a lot of her personality in it.
4. The Queen ... Reception at Buckingham Palace for ... 650 ... .
5. William is better grounded than ... . He says in the documentary that ... wealth.
6. He likes to ... with Buckingham Palace, ... old-fashioned and don't work nowadays or are just wrong. People ... what it's like to be in this family, for instance.

b) Listen to the interview with the Press Secretary of the couple and check.

c) Listen to the recording again and fill in the missing information.

3. Act out the dialogues. Student A is a journalist and student B is Prince William. Use the table below.

Student A	Student B
1. What are your relations with the mass media?	1. ... blame on ...
2. ... wedding ...?	2. The wedding was a private thing as well as a national event.
3. How did you choose the designer for the dress?	3. ... and the dress was really made for her and ... .

4. ... Reception ...?	4. There were 650 guests.
5. What kind of person are you?	5. ... very grounded.
6. ... disagree with the Buckingham Palace?	6. ... and old-fashioned ... .

4. **What is your attitude to centuries-old British traditions like Royal jubilles or weddings? What kind of image of Britain do they create abroad?**

LESSON 5: THE LAND DOWN UNDER

Communicative area: speaking about Australia
Active vocabulary: strine, monolingual, literacy rate

1. **This picture symbolizes Australia in many ways. How is this picture connected with the title of the lesson?**



2. **Read the selection of facts about Australia. Some numbers in the text are missing. Fill in the gaps in the texts with the numbers below.**

40 200 1/3 7000 6 3 36,735 19

1945 100 6 1 80 2 25 150

DID YOU KNOW THAT AUSTRALIA...

is number ... biggest island in the world and its smallest continent. It's only a little smaller than the USA and it is bigger

than Western Europe. It is the ... biggest country in the world.

---

has its own national hopping icon – the kangaroo. There are about 60 kangaroo species in Australia. So, if you imagined that kangaroos are hopping all over Australia then you are right! The number of "roos", as the Australians call them for short, is estimated to be of about ... million.





used to have about ... languages spoken by the Aboriginal people. Only about 70 of these languages have survived. Although Australia has no official language, the country is largely **monolingual** with English being spoken by more than ...% of the population. Australian English, known as **'Strine'**, has a specific accent and vocabulary.

---

is the flattest continent in the world as well as the driest one. ... of its land is desert.

---

has a large diversity of reptiles, with over 860 species. The world's largest reptile, the Saltwater Crocodile is native to Australia. It can reach ... metres in its length. These creatures can be dangerous, as each year ... or 3 people are attacked.

---

is home to the world's largest oyster, weighing up to ... kilograms. It was found in the Great Barrier Reef – the world's biggest single structure made by living organisms. It can even be seen from space.



---

is a smart country. Presently, the country claims to have a ...% **literacy rate,** one of the highest in the world. All people can read and write.

---

has a coastline of ... km and is linked by over ... beaches, more than any other country in the world. No part of Australia is more than 1000 km from the ocean and a beach.





is the only continent with a permanent population that is entirely below the equator, this is where the name 'Down Under' comes from. But from an Australian point of view, it seems as if the northern hemisphere continents are 'down under'.

---

has a winter temperature range of 8 to ... degrees C. July is the coldest month of the year.

---

there are more than ... million sheep in Australia, and only some 20 million people. The country is the largest exporter of lamb and wool in the world.



---

has doubled its population since ..., as over six million people from 200 countries have come to Australia as new settlers.

---

was home to thousands of prisoners in the ...th century. The British began to settle Australia in the late 1700s as a land to send their prisoners to. The prisoners were sent to Australia to work for a period of seven to fourteen years. Now, about 25 percent of Australians have ancestors who were convicts.



3. **Look through the words given in bold in the text. What do you think they mean? Check with your teacher.**

4. **Work in pairs. Check your memory. Cover the information above. Take turns to say what you remember about the following Australian figures:**

• number one • the sixth • 36,735 km • 7000 • 1/3 • 8 to 25 degrees • 1700s • 19th century	• 19th century • 1945 • 20 million • 200 languages • 80 % of people • 100% • 150 million	• 60 species • 40 million • 860 species • 6 metres • 2 or 3 people • 3 kilograms

5. **Work in pairs. Answer the following questions.**

- What facts about Australia were new to you?
- What facts have struck you?
- What other interesting information about Australia would you like to share with your group mates?
- Prove the following statement to your partner:

"Australia is the place to be discovered, not feared..."

6. a) **Read the information below about Australian slang. Study the vocabulary below.**

'Strine' – Australian English – is very special: informal, friendly and often very funny. Some words are shortened English words. Then there are special words for farming and the life of the countryside. The others are popular Australian words that some people use all the time.

STRINE VOCABULARY BANK

Shortened words:

Arvo = afternoon
Aussie = Australian
Barbie = barbecue
Footy = football

G'bye = goodbye
G'day = hello (good day)
Oz = Australia
Ta = thank you

<u>**Farm and country words**</u>:

Billabong = a dried-up river
Jumbuck = a sheep
Squatter = the owner of a large area of land
Bush = countryside away from towns and cities
Swagman = a person who does not have a home or job and walks around from place to place, a tramp
Thorough bred = a good horse

<u>**Very common Australian words**</u>:

Lolly water = sweet drink
Bonzer = very good
Crook = ill
A Sheila – a young woman
Tucker = food
Stow = put in
A billy = a metal container for cooking over the fire
Good on yer = common way of saying ***well-done***, or ***good-bye***
a mate = friend (this word is used all the time even to strangers)
a trooper = a policeman on horseback

b) Now rewrite the conversation below from Strine into British English.

CONVERSATION

A. – G'day, mate. Are you playing footy today?
B. – No, I'm going to a Barbie at a bush station. There'll be a lot of lolly water, and the tucker's bonzer. Why don't you come too?
C. – Ta, but I'm busy in the arvo. I'm going to see my Sheila. She's crook.
D. – Well, good on yer, mate.
E. – G'bye.

LESSON 6: COMMONWEALTH

Communicative area: talking about state systems of Belarus and English-speaking countries
Active vocabulary: commonwealth, republic, democracy
Active grammar: conjunctions

1. Match the terms with the definitions below:

citizen, monarchy, republic, president, governor-general, democracy, federal republic

– the person who has the highest political position in a country which is a republic and who, in some of these countries, is the leader of the government

– a person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city

– the main representative of a country in another country which is controlled by the first country, esp. the representative of the British king or queen in a country which is a member of the Commonwealth[1]

– a country which has a king or queen

– a country in which power is held by elected representatives of the citizens of the country

– a country without a king or queen, usually governed by elected representatives (выборными представителями) of the citizens of the country and a president

– a republic consisting of several regions or states united with a central government which has control over some things such as defence, but with each region having its own local government and laws

[1] the Commonwealth (of Nations) – an organization of independent countries which in the past belonged to the British Empire and now still have friendly and practical connections with each other

2. a) Study the chart and guess the names of the countries.

Head of state	Head of government	National holiday	Government
President	Prime Minister	Independence Day, July 3rd	Republic
The British monarch, represented by the governor-general	Prime Minister	Canada Day, July 1st	Constitutional monarchy and parliamentary democracy
The British monarch, represented by the governor-general	Prime Minister	Waitangi Day, February 6th	Constitutional monarchy and parliamentary democracy
Queen	Prime Minister		Constitutional monarchy and parliamentary democracy
President (head of executive branch) Vice President (head of legislative branch)		Independence Day, July 4th	Federal republic
The British monarch, represented by the governor-general	Prime Minister	Australia Day, January 26th	Constitutional monarchy and parliamentary democracy

b) Use the information in the table and the conjunctions in the box to complete the comments to the chart above. Some of the conjunctions can be used more than once.

> if, both ... and; neither ... nor; not only ... but also; as well as; whereas; but; while; either ... or; although; as

... the UK, Australia, Canada and New Zealand are all members of the Commonwealth of Nations, the USA is not. Belarus has no membership in the Commonwealth of Nations, ... it is a

member of the Commonwealth of Independent States. The UK, ... Canada, Australia and New Zealand are constitutional monarchies. ... Canada, Australia and New Zealand are constitutional monarchies, they can be called parliamentary democracies as well, because monarchs are just ceremonial figures in these countries. ... Australia ... New Zealand can be called constitutional monarchies only formally. So can Canada. ... Australia, ... New Zealand is a republic. ... the US ... Belarus are republics, ... the USA is a federal republic.

Belarus, ... the US and Canada, celebrates its Independence Day in summer, at the beginning of July. ... Australia, ... New Zealand celebrates its national holiday in winter, ... in these countries it is considered to be summer. So, five countries have national holidays, ... the UK does not celebrate any particular national holiday.

Head of state in the USA is the President, ... in the UK it is the Queen. ... in the UK, ... in Australia, New Zealand and Canada the Queen is head of state. ... the governor-general is officially the representative of Queen Elizabeth II in Canada, for example, in reality the governor-general acts only on the advice of the Canadian prime minister. ... the British monarch possesses only symbolic executive power in Australia and New Zealand, it is the governor-general who is actually head of the state in these countries.

3. a) Look through the list of countries below. Work with your partner to recall what state system they have.

The Netherlands, France, Germany, Poland, China, Belgium, Denmark, Norway, Sweden, Finland, Ukraine, Czechia, Italy, Monaco, Venezuela, Nepal, Thailand, Japan, Spain, Brazil, Saudi Arabia, South Africa, India, Turkey, United Arab Emirates, Georgia, Oman, Cuba.

b) Do you remember the names of presidents and Prime Ministers of many countries of the world?

4. Read the information in the boxes and put the countries in the list in two groups: Commonwealth of Nations and Commonwelath of Independent States.

The Commonwealth of Nations is a voluntary association of 54 independent states. Most are former British colonies, or dependencies of these colonies. Presently, of the states that are members of the Commonwealth of Nations, three are in Europe, twelve in North America, one in South America, nineteen in Africa, eight in Asia, and eleven in Oceania. The members have a combined population of 2.2 billion people, almost a third of the world population.

The Commonwealth of Independent States (CIS; Belarusian: Садружнасць Незалежных Дзяржаў, СНД) is a regional organization whose participating countries are former Soviet Republics, formed during the breakup of the Soviet Union. The CIS is an association of states and it can not be compared to a federation, confederation or supranational union such as the European Union. It is more comparable to the Commonwealth of Nations.

Armenia, Australia, Azerbaijan, Bangladesh, Belarus, Canada, Cyprus, Dominica, India, Jamaica, Kazakhstan, Kenya, Kyrgyzstan, Maldives, Moldova, New Zealand, Pakistan, Russia, South Africa, Tajikistan, Uzbekistan.

4. **Play the guessing game in pairs. Student A describes a country, speaking about their state system, head of state and head of government. Student B tries to guess the country. Change roles and play again.**

LESSON 7: AUSTRALIAN CITIZENSHIP

Communicative area: talking about Australian and Belarusian citizenship
Active vocabulary: citizenship; suffix *-ship*
Active grammar: articles

1. Read the rules about suffix *-ship* and put the words below into four groups.

citizen > citizenship

Suffix **-ship** can mean

a) a particular post or job, or the time during which you have it:

E.g. *In Mr Cameron's premiership (= when he was Prime Minister)*

b) the state of having something:

E.g. *The friendship developed soon afterwards.*

c) a particular art or skill:

E.g. *a work of great scholarship*

d) all the people in a particular group:

E.g. *a magazine with a readership of 9,000 (=with 9,000 readers)*

Fellowship, citizenship, lordship, partnership, championship, relationship, leadership, membership, professorship, dictatorship, companionship, governorship, township, kingship, sponsorship, workmanship, studentship, presidentship, musicianship, craftsmanship.

2. a) Read some facts about Australian citizenship. Which of them surprise(s) you most?

Immigration to Australia is estimated to have begun around 51,000 years ago when the ancestors of Australian Aborigines arrived on the continent. Europeans first landed in the 17th and 18th centuries, but colonisation only started in 1788.

Before 1949 Australians were British subjects only, and Australia shared a common nationality code with the United Kingdom and the other Commonwealth countries at the time.

Aborigines were not counted in the Australian population until after a 1967 referendum.

Since 1949 when the first citizenship ceremony took place over four million people from 200 Countries have become Australian citizens.

b) Read the story of Kimberly Anderson (USA). Complete the text with *a, an* or *the* when they are necessary.



Kimberly Anderson was born in 1963 in Washington State, where they have ... white Christmas every year.

Kimberly says she grew up in a liberal household where she was encouraged to follow her dreams, and she dreamed of being ... actress.

She was living that dream by 1989, as Mary Magdalene in the Seattle production of *Godspell*. "Then ... group of Australians blew into my world and we laughed till we cried," Kimberly says. She admired 'their spirit, their individuality and their world view". A few months later, she found herself admiring ... Australian named Anthony Griffiths.

They spent seven months together in ... States, and then seven months apart, before Kimberly stepped off a plane in ... Melbourne.

"I had two suitcases, with a wedding dress in one of them," she says.

... couple moved to Seattle after ... wedding. Their son, Jack Alexander, was born there in 1994.

"We had the whole American dream," Kimberly says. 'But one day we looked at each other, and we couldn't remember ... last time we had laughed till we cried. We packed everything up, and went backpacking with Jack."

They landed in Melbourne in time for Christmas 1998.

"... American grandparents were crying," Kimberly admits, "but now they've been here several times."

Kimberly says she comes from a long line of educators – her mother and grandfather were teachers, and her great grandfather founded ... university.

She says there is a kind of "actor-audience relationship" in class, but ... teachers don't have to move cities as frequently as actors.

"When you have ... child, you don't want to be a gypsy anymore."

She did a Diploma of Education at Melbourne University, graduating in 1999 as an Australian history and drama teacher.

Kimberly remembers that she had a "most remarkable" group of boys in 2003 when an excursion led them to ... Melbourne Immigration Museum. She stood for ... moment alone, dreaming of ... stories around her. And when she asked ... boys to write about what it means to be Australian, she knew their words would change her life.

They wrote of the "power, belief and culture" in a "strong nation which thrives on ... confidence and ... opportunity".

"Australia is ... land of hope and where every Australian citizen is proud to call their land home," concluded an essay by Brendan Mason.

"I've been back to the United States twice," Kimberly says.

"And the last time I was there at Christmas last year, all I wanted was to be back home." And I realised home was Australia.

Many of ... young men who were boys in the Year 9 class of 2003 returned to the Melbourne Immigration Museum to see their teacher become an Australian citizen at ... ceremony held on Australian Citizenship Day, 17 September 2006.

c) **Listen and check yourselves.**

3. a) Read some general rules for using articles in English. Find examples of each rule in the text in ex. 3b.

Indefinite article: a / an	**Definite article: the**

1. Don't use articles with most proper nouns. Mind the exceptions.
2. Don't use the indefinite article with plurals or uncountable nouns.
3. Use the indefinite article to introduce new information.
4. Use the definite article to refer to specific things which have already been mentioned.
5. Use the definite article to refer to things that you know the listener or hearer can identify.

b) What other rules on pages 319–324 do the missing articles (in ex. 2b) illustrate?

4. a) Imagine you decide to become an Australian citizen. Do the Australian citizenship test below.

1. ... is the smallest of the mainland states.
   a) Queensland b) Victoria c) Tasmania

2. Sydney's ... are national icons.
   a) animals and zoo b) schools and universities c) Harbour Bridge and Opera House

3. The Australian Aboriginal Flag is ...
   a) black, red and yellow b) green, red and yellow c) black, red and green

4. ... is the nation's largest city.
   a) Sydney b) Melbourne c) Canberra

5. New South Wales was the first colony established by the ... .
   a) Americans b) British c) Asians

6. Which of the following is true?
   a) In Australia each state and mainland territory has its own capital.
   b) In Australia only some states have capital city.
   c) In Australia only one territory has its own capital

7. The capital of Australia is ... .
   a) Sydney b) Melbourne c) Canberra

8. The Commonwealth of Australia is a federation of ... .
   a) states b) territories c) all the above

9. Which one of the following is important for making the most of living and working in Australia?
   a) driving b) communicating in English c) travelling

b) Read the correct answers on page 301. Compare your results with your classmates'.

5. a) Look through the statistics on immigration. Why do you think so many people want to receive Belarusian citizenship?

In the list of countries by immigrant population, based on the 2005 UN report, Belarus is in 32nd place between Austria

and Sweden with 1,191,000 recent immigrants. The USA is No1 with 38,355,000 immigrants, Canada – No7 (6,106,000), the UK – No 9 (5,408,000), Australia – No 11 (4,097,000) and New Zealand – No 50 with 642,000 immigrants. However, the number of immigrants as percentage of national population in Belarus (12.21) is almost the same as in the USA (12.81).

b) Work in a group. Make up a quiz for immigrants who want to get Belarusian citizenship.

LESSON 8: THE LAND OF LONG WHITE CLOUD

Communicative area: speaking about home country, describing New Zealand
Active vocabulary: to escape, smart, entirely

1. Answer the following questions.

- What is your dearest place?
- Where do you choose to go when you feel sad?

2. a) Work in pairs. Read the lyrics of the song and choose the right word.

Natasha Bedingfield "Pocketful of Sunshine"

I got a pocket got a pocketful of sunshine	
I got a ... and I know that it's all mine oh oh oh oh	*dove, love, cove*
Do what you want but you're never ... break me	*wanna, gotta , gonna*
Sticks and ... are never gonna shake me oh oh oh oh	*stones, stoves, socks*

Take me away a secret ...	*race, face, place*
A ... escape take me away	*sweet, neat, creap*
Take me away to ... days	*matter, letter, better*
Take me away a hiding place.	
I got a pocket got a pocketful of sunshine	
I got a ... and I know that it's all mine oh oh oh oh	*dove, love, cove*
Do what you want but you're never ... break me	*wanna, gotta , gonna*
Sticks and ... are never gonna shake me oh oh oh oh	*stones, stoves, socks*
I got a pocket got a pocketful of sunshine	
I got a ... and I know that it's all mine oh oh oh oh	*dove, love, cove*
Wish that you ... but you ain't gonna own me	*could, should, would*
Do anything you can to control me oh oh no	
Take me away a secret ...	*race, face, place*
A ... escape take me away	*sweet, neat, creap*
Take me away to ... days	*matter, letter, better*
Take me away a hiding place	
There's a place that I go that nobody ...	*shows, knows, throws*
Where the rivers flow and I ... it home	*doll, tall, call*
And there's no more lies in the darkness there's ...	*light, might, fight*
And nobody cries there's only butterflies	
Take me away a secret ...	*race, face, place*
A ... escape take me away	*sweet, neat, creap*

Take me away to ... days	*matter, letter, better*
Take me away a hiding place	
Take me away a secret ...	*race, face, place*
A ... escape take me away	*sweet, neat, creap*
Take me away to ... days	*matter, letter, better*
Take me away a hiding place	
The ... is on my side and takes me for a ride	*son, sun, run*
I ... up to the sky I know I'll be alright	*smile, mile, file*
The sun is on my side and takes me for a ...	*ride, slide, glide*
I ... up to the sky I know I'll be alright	*smile, mile, dial*

b) **Listen to the song and check.**

3. Did you know that Natasha Bedingfield is from New Zealand? How does she describe her home country in the song? Choose the best alternative.





I) It is a dark place where it rains all the time and she wants to escape from there.

II) It is a place where there are few rivers and everybody cries because there are no butterflies.

III) It is a place where the sun shines bright and there is no darkness.

4. a) **Work with your partner. Student A reads the information below; Student B reads the text on page 301. Ask each other questions to find out the information you need. The hints are given.**

Student A

- Capital is...
- Languages in New Zealand are English and Maori
- New Zealand means...
- 30 % of the land is forest
- ... to see sunrise...
- "kiwi" is either a bird or a native
- bungee jumping originated in New Zealand
- ... golf courses....bookshops... smart and sporty people...
- "Lord of the Rings" was filmed entirely in New Zealand
- in 1893...
- there are no nuclear power stations in New Zealand
- there are no snakes in New Zealand

Useful hints:

What is the ... in New Zealand?
What happened in 2009?
Where was the movie taken?
Are there any...?
Is New Zealand the first/last country to...?

b) **Choose the most interesting facts and explain your choice.**

c) **Would you like to travel to New Zealand? Why?**

5. **What does your country have in common with New Zealand? What are the main differences?**

LESSON 9: A DAY IN THE LIFE OF THE QUEEN

Communicative area: inferring the meaning from context

1. a) Do you know who the woman in the photograph is? What do you know about her?





b) Compare your knowledge with the biographical information in the box below.

Elizabeth II became queen of the United Kingdom of Great Britain and Northern Ireland in 1952. In addition she is head of the Commonwealth.
Elizabeth was born on 21 April 1926 in London. Elizabeth and her younger sister Margaret were educated at home. On the outbreak of war in 1939, they were evacuated to Windsor Castle. In 1945, Elizabeth joined the war, working as a driver. In November 1947, she married a distant cousin, Philip Mountbatten (formerly Prince Philip of Greece and Denmark), who was created Duke of Edinburgh. The couple have four children and eight grandchildren.
Elizabeth II was crowned at Westminster Abbey in June, 1953. In 2011, the Queen celebrated her 85th birthday and in 2012 her diamond jubilee (60 years on the thrown).

2. a) Discuss the questions below in pairs.

- Do you think it's easy to be a queen?
- Have you ever thought about what the Queen's daily routine looks like? What time does she begin her day? Do you think she has got much spare time?
- If you were a king or a queen, what would your timetable be like?

b) **Fill in the left column of the chart below.**

Time	MY Majesty	Her Majesty
7. 30 am 9.30am 11.30 am 2.30 – 7.30 pm …		

3. **Now read the text and fill in the right column of the chart above.**



She lives in splendid palaces with servants forever at her beck and call, and meets thousands of people every year, but in her private life, Britain's Queen Elizabeth II leads a reclusive, solitary, sometimes ordinary life. And her each day starts... with tea.

Although some 339 people work full time for her and 250 part time, fewer than a dozen come in a regular personal contact with her. During a regular day at Buckingham Palace, her official London residence, Queen Elizabeth II is woken at 7.30 am by a chambermaid who brings in her tea tray, with milk from the herd at Windsor Castle, west of the capital. Her BBC Radio Four is always on, as she likes to listen to the influential *Today* programme, when government ministers are grilled and the day's political battle lines are drawn. For a real Englishman tea and newspapers always go together, and even the Queen is not an exception here. An avid lover of horses, and a respected breeder of thoroughbreds, Queen Elizabeth enjoys reading the *Racing Post* newspaper at breakfast with her husband Prince Philip.

At 9.30 am, she meets her private secretary who has already gone through the day's correspondence. Every day, 200-300 (and sometimes many more) letters from the public arrive. The Queen chooses a selection to read by herself and tells members of her staff how she would like them to be answered. Virtually every letter is answered by the staff in her Private Secretary's

office. Then, together with the private secretary, they go through the day's programme – receiving a new ambassador, visits to hospitals, inaugurations. Since acceding to the throne in 1952, Queen Elizabeth has conferred over 387,700 honours and awards. There have been 139 official portraits of her majesty during her lifetime, so it is not uncommon for the queen to sweep through the palace corridors at 10.30 am dressed in full regalia ready for a sitting.

Occasionally, Her Majesty invites a handful of famous faces, artists or business executives to lunch. Sometimes, other royals are invited to join her at the palace. However, she is more likely to eat a light lunch alone. It's a usual occasion, when the children pop their heads around the corner saying, 'Mum, can I join you?' If she is alone, the queen will send her page with a message to invite them. Her daughter Princess Anne curtseys and kisses her, while her sons Princes Charles, Andrew and Edward, bow, kiss her hand and kiss her on the cheek.

Every afternoon at 2.30 pm, the queen goes for a walk in the palace grounds. The rule is that if anybody is in the garden, apart from the gardeners, they must leave. Nobody is allowed to talk to her unless she speaks first. She likes to be left on her own because it's her thinking time.

The rest of the afternoon is devoted to the Queen's social duties. She is patron of more than 620 organisations and charities and 1,1 million people have been to her famous summer garden parties. On some evenings, she may attend a film premire, a variety of concert performances for a charitable cause. Such visits require premiere thorough planning beforehand. The Queen prepares for each visit by briefing herself on whom she will be meeting and what she will be seeing and doing. Royal engagements are carefully selected by the Queen from a large number of invitations sent to her each year. This helps to make effective use of the Queen's time. If the engagement is outside London, her journeys are often by air using a helicopter or an RAF (Royal Air Force) aircraft. The Queen carries out around 430 engagements a year, meeting people, opening events and buildings, and making speeches. Such engagements can include visits to schools, hospitals, factories,

military units, art galleries, accommodation for elderly people, hostels for the homeless, and other British and Commonwealth organisations. The Queen regularly goes out for the whole day to a particular region or city. If the visit is a busy one, or if it lasts more than a day, then the Queen will travel overnight on the Royal Train. The Duke of Edinburgh will often accompany the Queen on such visits; when this happens, they will carry out some engagements together and others separately to ensure that the maximum number of people and organisations can be visited.

Every Tuesday at 6.30 pm, she gives an audience to the British prime minister to discuss affairs of state. Nobody else is present, no notes are taken, no prime minister has ever revealed what goes on, the communications between them always remain confidential. Eleven prime ministers have served the Queen during her reign, including Winston Churchill and Margaret Thatcher.

At 7.30 pm, Philip, who has his own schedule of engagements, returns to Buckingham Palace. The royal couple enjoy a drink together in their apartments. Still highly active at 84, Philip often goes out again, and Queen Elizabeth, if there is not an engagement to attend, spends her evenings in her private quarters. She fills in a crossword, often watches television with supper on a tray, and retires to bed at around 11pm. However, the lights stay on until midnight as the queen looks through the confidential government papers which are brought to her every day, no matter where in the world she is, in traditional red boxes. So, in front of the camera or away from it, the Queen's duties go on, and no two days in her life are ever the same.

4. In pairs discuss the following:

- Compare your timetable with Queen Elizabeth II's daily routine. Do they differ a lot?
- What fact/ facts in the Queen's timetable
  - surprised you most?
  - was/were nothing new to you
- Do you NOW think it's hard to be a queen?
- Would you like to lead such a lifestyle? Why? Why not?

Project DREAM TOUR

1. Divide into three groups. Imagine you work for three different travel agencies. Each of the agencies has to prepare a presentation of a "Dream Tour" to one of the countries discussed in this unit – The UK, Australia, and New Zealand.

• In your group, become experts on one of the countries in the unit: the UK, Australia and New Zealand. Collect information on the following: population, state system, system of education, customs, traditions, sights to see, famous people. Be creative! Use the information from the unit, your background knowledge and new sources.

• Prepare questions to ask the other travel agents about their countries.

• Make your presentation interactive. Answer your classmates questions about your country.

2. Your presentations will be assessed according to the four criteria:

- form and ideas
- visual aids
- language
- ability to answer additional questions about your country

UNIT 5

CANADA AND THE UNITED STATES OF AMERICA

LESSON 1: THE LAND OF FREEDOM

Communicative area: speaking about the United States of America
Active vocabulary: an African-American, tax, unemployment, tolerance, independence, currency, refuge
Grammar revision: The States is/are, people is/are

1. a) What associations do you have when you think of the United States of America?

b) 10 words connected with the USA are hidden in the snake below. Find them and write out.

SLAVEINDEPENDENCEOBAMAMICROSOFTIMMI
GRANTCOLUMBUSSTATESNORTHAMERICA
DOLLARENGLISH

2. Read the profile of the United States. Insert the words found in the snake above into the gaps in the text. Put them in the correct forms.

THE UNITED STATES OF AMERICA…

… is the world's third largest country in size and nearly the third largest in terms of population. Located in …, the country borders with Canada in the North and Mexico in the South. The country is divided into 50 … and the District of Columbia. The states have quite a lot of power. They can make their own laws and set their own taxes.

… has a relatively short history. It all started with …'s discovery of America in 1492. After his arrival a series of Euro-

pean visitors appeared on the continent, including the Spanish, French, Dutch and British and the first settlement was set up already in 1565. For centuries native peoples lived across the territory that would become the United States. In the early 17th century, settlers moved from Europe to the New World, established colonies, and moved the native peoples away.

… people fought for their independence from Britain in the late 18th century and formed a union of states based on a new constitution. The nation continued to expand to the West and although the country is a relatively young nation, it has become a global power since declaring independence from Britain on July 4, 1776. This is exactly the date when all the Americans celebrate ... Day.

… has been a nation of ... throughout history. The Native American people, who lived in the USA before Europeans came, now form a minority of only about 1% of the population. The rest is made up of people whose families were immigrants and African-Americans whose families were originally brought to the United States from Africa to work as ... . Other immigrants came to the US mostly in the 19th and early 20ty centuries from all over the world seeking refuge or a better life.

… population is not only diverse, but it is also numerous. There are about 300 million people living in the USA, all of different religions, races and backgrounds. That's why the United States is famous for its tolerance. The election of Barack ... as the country's first African-American president proves the fact that the US is a country which is against any kinds of discrimination, including race discrimination. Interestingly enough, although ... is the most widely spoken language in the USA, and it's also the language of the government, the country has no official language.

... has been a world leader economically, militarily, and technologically for many years. The economy is marked by steady growth, low unemployment and inflation. The US ... is the world's main reserve currency. And Wall Street in New York is considered to be the world's financial centre.

… has been a leader in science since the late 19th century. The inventions of the telephone, the light bulb, radio and the first movie camera have been made by Americans. The USA is also the best in space technologies and computers. The proof is such names as Apple Inc. Technology ... and IBM.

People = люди (Plural only!)
People = народ, **peoples** = народы

The United States (the whole country) IS
States (each state) ARE

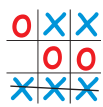
3. a) The words in the left column have no vowels. Add the vowels and make words.

frcn – mrcns	a) a number of people that form less than half of the larger group, usually much less than half.
ndpndnc	b) a place where you go for safety and protection, for example from violence or from bad weather.
mnrt	c) a strong currency widely used in international trade
rfg	d) an amount of money that you have to pay to the government so that it can pay for public services.
rsrv crrnc	e) black people living in the United States
tx	f) is the fact that people who want jobs cannot get them.
tlrnc	g) the quality of allowing other people to say and do as they like, even if you do not agree or approve of it.
nmplmnt	h) the state of the country that has its own government and is not ruled by any other country.

b) Match the words in the left column with the definitions in the right column. Use the text in ex. 2 for help. All the words can be found there.

4. Play the tic-tac-toe game. Hide the text above and play in pairs.

How to play: Read the task. Choose one space. Give definition or answer the question. If your partner is happy with your answer, put your mark **X** or **O**.



The player who puts 3 marks in a horizontal, vertical, or diagonal row wins the game.

1) Guess the word.

an amount of money that you have to pay to the government so that it can pay for public services.	a number of people that form less than half of the larger group, usually much less than half.	the quality of allowing other people to say and do as they like, even if you do not agree with it
is the fact that people who want jobs cannot get them.	someone who is the property of another person and has to work for that person.	black people living in the United States
a strong currency widely used in international trade	a place where you go for safety and protection, for example from violence or from bad weather.	the state of the country that has its own government and is not ruled by any other country.

2) Give the definition of the word.

slave	immigrant	tax
independence	currency	tolerance
dollar	colony	refuge

3) Give answers to the following questions.

How many states are there in the US?	Are the states in the US independent?	What is the name of the first African-American president of the USA?

When did the USA become independent from Britain?	What is the world's financial centre?	What is the world's main reserve currency in the world?
What countries did the immigrants come from?	What did the Americans invent?	What is the official language of the USA?

4) Speak about the following (minimum 3 sentences).

How did the USA get its independence?	Why is the USA called the country of immigrants?	Why did the immigrants come to the USA?
Prove that the USA is a very tolerant country.	Prove that the USA has been a leader in science since the late 19th century.	Who are Native Americans? Why are they called a minority?
What is the status of the English language in the USA?	Where is the USA located? What countries it boarders with?	Prove that the USA is the leader in economy.

LESSON 2: WHAT HAPPENS IN THE USA STAYS IN THE USA!

Communicative area: speaking about the places to see in the USA, expressing criticism/ deductions / speculations
Active grammar: Modals + Perfect Infinitive

1. **Work in pairs. If you had a chance to travel to the United States of America, what places would you like to visit and why?**

2. a) Listen to 6 people talking about the places they have just visited in the USA. Match the speaker with the place. One place you have to guess yourself.



Speaker 1

The Grand Canyon



Speaker 2

Hollywood



Speaker 3

The White House

Speaker 4

____



Speaker 5

Mount Rushmore



Speaker 6

Las Vegas

b) Listen again and decide who said the following. Check with your partner.

I should have taken more pictures of it.
I should have never been scared to go there!
I could have taken pictures with him.
I might have lost a thousand there.
I ought to have applied for a job there.
We should have stayed there longer.

3. a) Answer the following questions.

1. In which sentences are guesses (deductions) made? 2. In which sentences does the speaker express criticism? 3. What does a perfect infinitive consist of?

modal verb + have + V3

b) Match the situations with what they express:

1. You should have sent me the letter. I was waiting for it. 2. You must have seen this movie a hundred times! You know all the lines. 3. You ought to have come on time. Tom does not like when people are late for important meetings. 4. You could have helped me. You had a day off. 5. You might have seen him. He was at the party too.	A) Deduction B) Criticism

c) Express your criticism/ deductions / specualtions about the following situations:

a) Your friend did not do his homework.
b) You are sure it was dangerous.
c) You brother did not help you to clean the room.
d) You classmate forgot to call you last night.
e) You guess he was late.
f) You are sure your friend did all the drawing himself.

4. **You are two friends from Belarus. You have just come back from the USA. You have visited the following places:**

Student A	Student B
The Grand Canyon Washington Mount Rushmore	Hollywood Disneyland Las Vegas

Share your experience and express deductions/ speculations / criticism starting the sentences like this:

<u>Deductions and speculations:</u>

You might have...
You could have...
You must have ...

<u>Criticism:</u>

You ought to have...
You should have ...

E.g. *<u>Student A</u> – I was in Washington, D.C. It is the capital of the USA. You should have come along with me. We could have had a wonderful time together.*

<u>Student B</u> – I am sure we could have, however, I was in New York at that time. You ought to have booked tickets there too. But, you must have seen it already, right?

5. **Send a postcard to your friend from school telling about your amazing experience travelling to the US. Express regret that your friend did not go with you. Tell them you are sure it was fun. Use modal verbs for deductions / criticism.**

LESSON 3: THE BIG APPLE

Communicative area: describing New York City, asking for and giving information, expressing opinion
Active vocabulary: to be a must, to be a paradise for, admission fee, concrete, victim, donations, to chat with, line

1. **Solve the puzzle. Ask your teacher for help.**



2. a) **Look through the tourist information about New York City for one minute. Say what places it is about.**

A. Empire State Building Observatory



Get the best panoramic view of New York City from its highest viewing point, New York's best known building – the Empire State Building Observatory. Whether on a clear day or a starry night, this stop **is a must** for any visitor, which explains why there are such long **lines** there.

NB! To avoid long waits, get there either very early or very late.

Working hours: from 8am to 2am, seven days a week.

Admission fees: adults $22; students $20; children (6–11) $16.

B. Central Park



The biggest and most beautiful park in New York City. Central Park has offered an escape from the **concrete** jungle of New York City for over 150 years. It offers a lot of things to do for visitors to New York City. You can visit concerts, watch birds, take a walk, a ride in a boat or just enjoy a picnic in Central Park and discover for yourself why Central Park is so popular.

Open all year. Closed only in the early morning from 1am to 6am.

Admission: free.

C. Times Square



The liveliest square of New York is known for its many Broadway theatres, cinemas and **billboards**. It is one of those places that make New York a city that never sleeps. Enjoy lots of cafes, restaurants and nightclubs right in the

middle of Manhattan. This is the famous square where all New Yorkers celebrate New Year.

Open 24 hours a day all year round.

Admission: free.

D. Ground Zero



The 9/11 Memorial is the place where the famous World Trade Center twin towers stood. Now the memorial and the museum on this place are a place to pay respect to the **victims** of the attacks that happened on September 11, 2001.

Open from Monday to Sunday, from 12 pm to 3 pm.

Admission fees: adults $15. Admission to the Monument is free.

E. Macy's Department Store



No visit to New York would be complete without a visit to the world's largest store – Macy's department store. Built in 1902, Herald Square was the first building to have the modern day lift. The store covers an entire city block with ten levels of the latest fashions for you and your home.

NB! Only now! Discount for students from 3pm to 5pm – 75% off!

F. Statue of Liberty National Monument



For the many immigrants that came from Europe to New York, the Statue was the first image they saw of the USA. The statue was a present from the French government for the 100th birthday of America's Independence. You take a ferry ride to Liberty Island where you can visit the Statue's pedestal and the nearby Ellis Island Immigration Museum.

Working hours: daily from 9 am to 6 am.
Admission fees: adults $18; students – $16 or $10 (from 5pm to 6 pm)

G. Starbucks



This is the number one coffee house in New York, as well as in the USA. The coffee house is a paradise for all coffee lovers. The best service, an inviting atmosphere and a cup of good coffee every time makes it the best place to **chat with** a friend or to meet a business partner.

Approximate costs: a cup of latte coffee with chocolate and cinnamon – $4.50–6.00.

H. The Museum of Modern Art (MoMA)



A most prestigious museum and art gallery, the Museum of Modern Art is home to some of the most famous paintings of all time. Get a look at classic paintings like Van Gogh's ***Starry Night*** and Salvador Dali's ***The Persistence of Memory*** as well as modern paintings from Andy Warhol.

Open hours: from 9 am to 9 pm
Admission fees: visitors' voluntary **donations**

I. The Lion King Broadway Musical Show



A Broadway musicals are the heart of New York theatreland. The winner of six Tony Awards, including Best Musical, The Lion King on Broadway, is a fantastic musical unlike anything Broadway has ever seen. Treat yourself and your friends to a memory that will last a lifetime !

Running time: 2 hours and 45 minutes.
Starting time: 8 pm.
Tickets: expensive seats – $160; cheap seats – $45.

b) Read the New York City travel guide information once again and decide if the following statements are true or false. Correct the false statements.

1. Central Park has a history of 250 years.
2. New York Central Park is open to visitors 24 hours a day.
3. The Ground Zero Memorial commemorates the victims of the 11th September, 2001.
4. You can get the best view of New York from the State of Liberty Monument.
5. Times Square is the place that never sleeps.
6. There is no obligatory price that a visitor should pay to get to the MoMA.
7. There are only modern paintings in the Museum of Modern Art.
8. The tickets to a Broadway musical are very expensive.
9. The admission to the Statue of Liberty National Monument is free.
10. Starbucks is the largest cafe in New York.
11. Macy's department store is the largest department store in New York.
12. It's better to visit the Empire State Building during the day.
13. The Empire State Building was the first image that immigrants coming from Europe to New York saw.
14. Americans who live in New York celebrate New Year on Broadway.

3. Say which words in bold in the text mean the following:

1. something that is given to a charity, especially a sum of money;
2. someone who has been hurt or killed;
3. the synonym to "queue";
4. to talk to somebody in a friendly or in an informal way;
5. something that is not worth missing;
6. substance used for building which is made by mixing together cement, sand, small stones, and water;
7. the money you pay at the entrance to a museum, cinema, etc.

4. a) Work in pairs. You are Belarusian students. You have come to New York City to take part in a scientific conference. The

conference ends at 12 pm and you have half of the day before your flight home to explore the city. You have a 200-dollar budget to spend. Work out your schedule for the day choosing from the tourist guide attractions above. Ground your choice. Don't forget that your flight is at 5 am the next morning!

b) **Invite your classmates to join. Use the active vocabulary of the lesson and the following expressions:**

- to be a must
- admission fee
- to be paradise for
- to escape from

LESSON 4: ALL AMERICAN?

Communicative area: making deductions and speculations
Active vocabulary: all-American, melting pot
Active grammar: suffixes *-an*, *-ian* to form names of nationalities

1. a) **What does the expression "all-American" make you think of? Which of the things below would you consider to be "all-American"?**

Did you know that...?



• The statue was a gift to the US from the people of France, so it comes from Europe!

• A German immigrant invented the hot dog. Pork sausages were popular in Frankfurt, Germany since the 13th century!

• Baseball is just a version of folk games in England!

• Halloween is an originally Celtic festival coming from the British Isles!

• Thanksgiving is originally a harvest festival that Europeans brought to the Americas!

• The pizza comes from Italy! Only the style of cooking it large and wide originated in New York City!

2. a) Match the famous people to the places of their origin.

DID YOU USE TO THINK THAT THEY WERE AMERICANS TOO?



Model, actress, musician, and fashion designer
Milla Jovovich

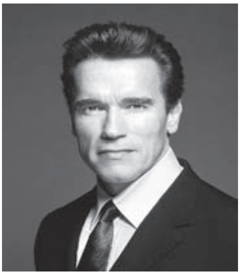
AUSTRALIA

CANADA

COLOMBIA

UKRAINE

AUSTRIA



Bodybuilder, actor, businessman, investor, and politician
Arnold Schwarzenegger



Singer, songwriter, musician and dancer
Shakira



Musician, fashion designer and actress *Avril Lavigne*



Actress, singer and spokesmodel *Nicole Kidman*

b) Follow the example below to make names of nationalities.

AUSTRALIA → AUSTRALI**A**N
AUSTRIA → AUSTRI**A**N
CANADA → CANADI**A**N
COLOMBIA → COLOMBI**A**N
UKRAINE → UKRAINI**A**N
ITALY → ...

BELARUS → ...
RUSSIA → ...
BRAZIL → ...
INDIA → ...
HUNGARY → ...

c) Do you know any other famous people of these nationalities?

3. Complete the following sentences with a nationality word. Use articles where necessary.

... are known all over the world for their ice hockey team.
... believe in Buddha.
... are famous for their football team.
... are known for their fast-food and burgers.
... are known for their delicious pizza and pasta.
... are known as "Aussies" around the world.
... like eating "goulash" – meat soup.
... are potato-eaters.
... are a multicultural nation.

4. a) Have you ever heard of a "melting pot"? What do you think this expression means? Read and check.

The United States has long been nicknamed "the melting pot," because different nationalities, races, ethnicities and cultures "melt" to make one people.

a person – people, a people – peoples

b) Together with your partner prove that America is a melting pot by naming nationalities, things, and realities typical of America. Compete in groups.

LESSON 5: THE ROAD TO PROM

Communicative area: speaking about the system of education in the USA, discussing preparations for Prom Night
Active vocabulary: prom, coming of age, to book in advance, corsage

1. **Discuss in pairs what leads to Prom. Fill in the missing stages of school education in the USA.**

Age	Stage
	Kindergarten
7–12	
	Junior High
	Senior High/ Vocational school

2. **Read an extract from the email some seniors from an American high school sent to you and answer their question. Discuss the answers in pairs.**

"...We've been living and breathing prom for the last eleven years and we still can't tell you exactly what it is and why it matters. A lot of people seem to think it's mostly a girl thing, a party night so the girls can dress up in formal dresses. Some think it's about romantic relationships. Still others think it's a coming of age thing, an end to high school and the beginning of adulthood.

*Obviously, if people think all that about prom, there must be some truth in each of the above. So ... we want to know what you think. And maybe, between all of us, we can finally answer the question '**What is prom?**'..."*

3. Look at the pictures and discuss what is important to remember organizing a Prom Night. Read the hints in the box.















a formal dress   a tax   a corsage   a limo   make-up manicure   decorations atmosphere   music   invitations   location   theme

a) Divide into two groups.

The Boys – make up a list of things the girls have to remember to prepare for the Night. The Girls – will make up the same list for the Boys.

b) **Present your list to the class and explain your choice.**

c) **Compare your lists to the ones that are given in an online Prom Magazine. Why do you think they are different or similar?**

Girls' 4 Weeks Before Prom Checklist

- *Start planning the night with your friends. Dinner reservations run out fast at this time of the year!*
- *Arrive in style and make everyone green with envy! Make sure your date has booked that ride at least four weeks in advance!*
- *Make hair, nails, or makeup appointments.*
- *Pick up a prom dress. Go ahead and try it out! You may need to get alterations so be prepared to spend a little cash for that perfect fit!*
- *Break in your prom shoes; wear them around the house if you have to!*
- *Whiten your teeth with whitening strips for the perfect prom smile.*

Boys' 4 weeks before Prom Checklist

- *Call and confirm your dinner reservations, if applicable.*
- *Finalize your plans with friends, dates, and parents.*
- *Order your date's corsage. (Coordinate colour with her dress!)*

4. **You will soon have your own Prom! Congratulations! Get into groups of 3-4 and plan out a ROCKING party!**

LESSON 6: CITIZENS OF THE WORLD?

Communicative area: discussing the notion 'a citizen of the world'; talking about American system of education
Active vocabulary: to blame

1. **a)** **Do you know what these acronyms stand for: PROM, WWII, UN, EU, CIS?**

b) What do you think 'to be a citizen of the world' means? Discuss with your partner.

2. a) Are you a citizen of the world? Do the quiz below.

1. How many friends do you have that were born in foreign countries?
   a) one or two b) none c) at least a few
2. Do you speak any languages other than your native language?
   a) no
   b) you speak another language or two
   c) you speak another language enough to travel using it
3. How many countries have you visited?
   a) just your own b) a few c) half a dozen
4. Do you ever get news from a source outside your country?
   a) occasionally yes
   b) you hardly pay attention to the news
   c) almost every day
5. How many international causes or issues do you follow?
   a) at least a couple
   b) a lot; you're very into environmentalism, human rights, and / or social justice
   c) not any, really
6. How much do you know about the world's history?
   a) more than what you studied at school
   b) not as much as you'd like to
   c) a good amount; you're trying to read up on world's history as much as possible
7. How affected are you about the natural disasters around the world?
   a) it makes you sad, but you don't do much to help
   b) you donate whatever you can do to make a difference
   c) it doesn't really affect you

b) Use the system of scoring to count your total. Read the comment and compare with your partner. Do you agree with the comment? Share your ideas with the class.

Scoring:

1 a1 b0 c2; **2** a0 b2 c 1; **3** a0 b1 c2; **4** a1 b0 c2; **5** a1 b2 c0 **6** a1 b0 c2; **7** a1 b2 c0.

Comments:

12-14 points – You are a model citizen of the world:

You care deeply about the world, and you do everything you can to help.
You feel like the injustices in the world are your injustices, and you fight to fix them.
You have a deep appreciation for the differences that make up the world.
You feel like you have something to gain from every culture and country.

4-11 points – You are a citizen of the world:

Whenever possible, you try to pay attention to what's going on in the world.
You are truly interested in all people and countries, no matter how far away from you they are.
You try to learn, travel, and understand.
Being a part of the whole world is important to you, and you're always working to be more internationally focused.

0-3 points – You are not a citizen of the world:

When it comes to what's going on in the world, you stay blissfully unaware.
You are too busy to be concerned with what's happening halfway around the world.
And while it may be easy to stay in your comfort zone, you may end up getting left behind.
Everything and everyone is going more global every day... and you need to keep up!

3. a) **Read about the issue raised by a college professor on one of the forums. Does this problem exist in your country?**

Why do Americans seem to know so little about world history and world geography and foreign societies and languages?

Having taught American and International college students for many years, I must admit that most American students fit the description. It seems to me that most really don't care about other cultures, geography, etc. When they do care, they usually become informed. Students I have met from other parts of the world tend to be better informed, but many are also extremely misinformed, believing that the frequently idiotic things they were taught about history and politics 'back home' are true.

There are plenty of reasons for the lack of interest many Americans have in things foreign. Popular culture; information systems, totally controlled by commercial interests, and educational systems full of programmes in which things like languages and world history are often thrown out to make room for courses based on cheap pop psychology. The results are frequently bizarre. Most students have no idea regarding the issues or consequences of the world wars. Some will read WWII as "world war eleven". In general, most American students are extremely well informed about pop music groups, celebrities, TV, etc., because they are surrounded by this stuff, it is fed to them from every possible source, and basic American youth culture is anti-intellectual.

b) **Read the comments to his opinion. Which of them do you agree with?**

A. If your impression is that Americans seem to know little about world history, geography, societies and languages, you may be speaking with the wrong Americans. Some are quite well educated and do have cosmopolitan interests.
B. Why would they know about world history? They don't even learn about American history. We have college graduates who can't tell you WHEN we fought the War of 1812, let

alone who we were fighting. Many would have difficulty naming five presidents.

C. I don't think you can **blame** the education system. I took History classes in High School, several in college; I've read dozens of books. I love history. World and American. I know a lot. My education came from my interest in the subject. I don't know much about Asian literature or Himalayan climbing techniques, but I wouldn't **blame** the school system for that. Schools only expose you to subjects, it's up to the individual to decide what they want to learn. A more accurate question would be "Why don't more Americans care about world history?"

D. In much of the U.S. one can travel for hundreds, even thousands of miles without ever crossing an international frontier. It seems as if there is little need to know much about other countries, and until quite recently only a minority of Americans had passports.

E. Psychologically, other countries are too far away. Travel to Europe or Asia is a rather expensive expedition. The situation is very different from in Europe, where you usually cross an international frontier every few hundred miles.
In addition, the status of English as a world language is isolating. In fact, many of the criticisms made about Americans are also true for all the English-speaking countries, too. Despite all these comments I have met a fair number of Americans who are well informed about world affairs.

c) **Guess the meaning of the word 'to blame'.**

d) **Do you think the educational system is to blame?**

4. **Look through the list of possible subjects for American High Schools. Choose the subjects you would take up if you were a student in the States. Compare with your partner and with the whole class. Which subjects seem to be most popular? Which of them can make you a citizen of the world?**

English: English, Literature (World, Ancient, Renaissance, Modern, British and Classical Literature; Shakespeare; Heroes, Myth and Legend; Film as Literature), Composition, Cre-

ative Writing, Poetry, Debate, Journalism, Study Skills, Research Skills

Fine Arts: Art, Art History, Drawing, Painting, Sculpture, Instrumental Music, Band, Choir, Voice, Orchestra, Classical Music Studies, Theatre Arts, Dance

Applied Arts: Computer Aided Design, Photography, Metal Work, Auto Mechanics

Science: Physics, Chemistry, Life Science, Biology, Botany, Geology, Oceanography, Meteorology, Astronomy, Veterinary Science, Ecology, Environmental Science, Gardening, Food Science

Foreign Language: Spanish, French, Japanese, German, Latin, Greek, Hebrew, Chinese, Sign Language

Math: Mathematics, Algebra, Geometry, Trigonometry, Calculus, Statistics, Business Math, Accounting, Personal Finance and Investing

Social Studies: History (Ancient, Medieval, Greek and Roman, Renaissance, Modern, World, US), World Geography, World Religions, Global Issues, Government, Civic, Economics, Political Science, Psychology, Sociology, Anthropology, Genealogy, Philosophy, Logic, Critical Thinking, Rhetoric

Health: Basic First Aid and Safety, Healthful Living

Physical Education: Team Sports, Gymnastics, Golf, Rock Climbing, Outdoor Survival Skills, Hiking, Martial Arts, Cycling, Hiking, Cheer, etc.

Computers: Keyboarding, Word Processing, Computer Graphics, Photoshop, Programming, Web Design, Desktop Publishing

Life Skills: Culinary Arts, Child Development, Home Management, Driver's Education, Personal Organization, Social Skills, Career Planning

LESSON 7: CANADIAN NEWS

Communicative area: presenting and discussing foreign and local news
Active vocabulary: to be scared to death, a resident, to stick, to be on strike

1. **Look at the pictures and guess what might have happened.**

	Forest	Bears
Money		
Airport		Strike
	Bench	Bubble gum

2. **Listen to the news on the radio. How much did you guess right?**

3. **Which of the stories are the April Fools Day stories? Has anything like that happened in the cities of your country?**

4. **You are news reporters on the radio.**

a) **Work in pairs. Use the pictures below to make up news about Minsk. Prepare to read them on air.**

b) **Choose a news reporter. Read your news out to the whole class. Win the prize for the best story.**

	Hockey team	Charity

Minsk Train Station		Workers
	Sweets	Children
Rabbits	Carrots	

LESSON 8: CANADA – THE LAND OF OPPORTUNITY

Communicative area: asking for and giving information, expressing opinion
Active vocabulary: life expectancy, livable, to host

1. a) **What Canadian cities do you know?**

   b) **Go through the list of cities and choose the ones that are in Canada:**

   Ottawa, Sydney, Memphis, Vancouver, Los Angeles, Barcelona, Montreal, Dubai, Toronto, Miami, Dublin.

2. a) **Read the extracts and decide what Canadian cities they are about.**

This lively modern city is Canada's economic capital and one of the top finances centers in the world. Its leading economic sec-

tors include finance, business services, telecommunications, aerospace, transportation, media, arts, film, music, television production, publishing, software production, medical research, education, tourism, engineering, and sports industries.





Bordered by the Coast Mountain Range and the Pacific Ocean, it is one of the world's most **livable** cities in North America. In February and March 2010, this city **hosted** 2010 Olympic and Paraolympic Winter Games with great enthusiasm.

The capital of Canada, is also the nation's youngest city, with half of the population under the age of 38. This city has the second highest quality of living of any in the Americas and the 14th highest in the world. It is also the second cleanest city in Canada, and the third cleanest city in the world.





This city is the capital of the province of Quebec. It is the second largest French-speaking city in the world after Paris. It was called "Canada's Cultural Capital" by Monacle Magazine and was named a UNESCO City of Design. Today it is also an important centre of finance, technology, aerospace, culture and tourism.

b) Which of those cities would you choose for:

- a business trip?
- your honeymoon?
- a summer vacation?

Support your choice with arguments.

3. a) Read the profile. Choose the correct alternative.

Canada: country profile

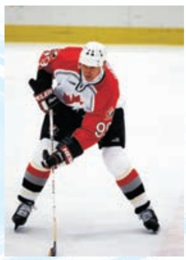
The country's full name is *the United Provinces of Canada / Canada*.
Canada is the second largest country in the world after *Russia / China*. Its area is 9.9 million sq km (3.8 million sq miles).
The population of Canada is *33.8 million/ 338 million people*.
Nearly 90% of Canadians live within *200km/ 20km* of the border with the United States, which means that Canada has huge wild areas to the north.
Life expectancy is *79/89* years for men, *74/84* years for women.
Major languages are *English and Spanish/ English and French* (both official).
Major religion is *Islam / Christianity*.
Immigration/ international trade has helped to make Canada one of the world's richest nations.
As for the government, Canada is *parliamentary democracy/ constitutional monarchy*.
It is a member of *the Commonwealth / the EU* with the head of the state Queen Elizabeth II, represented by a Governor-General.

b) Listen and check your answers.

c) Explain the meaning of the words in bold.

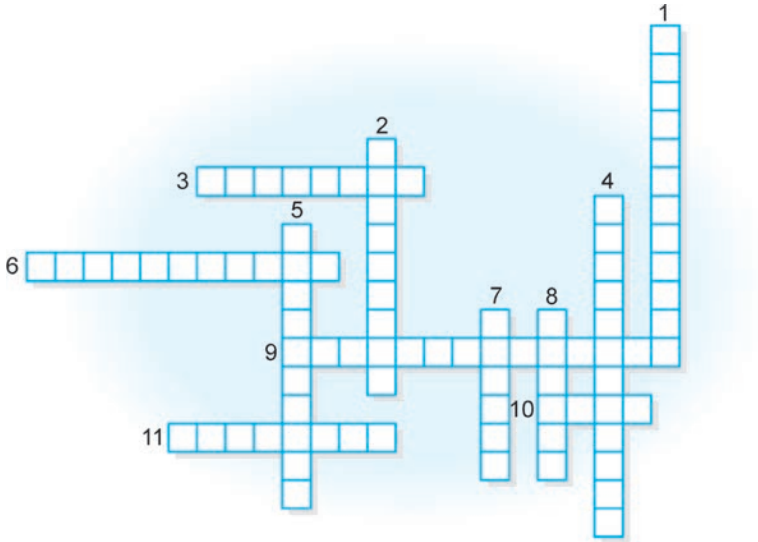
4. Using the pictures decide which information to add to Canada's profile.



5. a) Work in pairs. Student A reads the information below, student B opens the book on page 301. Prepare to explain each word/ expressions:

Student A:



Across

3. Montreal
6. immigration
9. life expectancy
10. area
11. province

b) Do the crossword by giving each other clues to the words.

LESSON 9: NEW YORK

Communicalive area: inferring meaning from context

1. a) What comes to mind when you think of New York City?

b) **Do you know anything about the following places in NYC?**



Broadway



Harlem



the Brooklyn Bridge

c) **Which of them**

- is the one of the oldest constructions in the US connecting Manhattan and Brooklyn?
- is a neighbourhood in Manhattan, which since the 1920s has been a major African-American residential, cultural and business center?
- is the main avenue running through the full length of Manhattan?

d) **NYC is very often called a "concrete jungle". Work in pairs to guess what this expression means. Compare your ideas with your group mates. Can you think of any other cities that can be called a "concrete jungle"?**

2. **Match the words/expressions with their definitions.**

brand new	a) poor and dirty
mean (adj)	b) the time after which nobody can go outside

a curfew	c) a person who gives religious talks
a preacher	d) in any way
to hail a cab	e) completely new
a marquee	f) a covered entrance to a theatre, hotel, often with a sign above it
by any means	g) to be able to reach / be present at a place, especially when it is difficult
to make it	h) to signal to stop a taxi

3. While listening to the song fill in the gaps.

Uuuu, New York
Uuuu, New York
Grew up in a town
That is famous as a place of movie scenes,
... is always loud
There are sirens all around,
And the streets are ...
If I can ... ... here,
I could ... ... anywhere,
That's what they say
Seeing my face in lights,
Or my name in ... found down Broadway
Even if ain't all it seems
I got a pocket full of dreams

REF:

Baby I'm from New York!
... ... where dreams are made of,
There's nothing you can't do
Now you're in New York!
These streets will make you feel ... ...,
Big lights will inspire you,
Hear it for New York!

On the avenue,
There ain't never a … ,
ladies work so hard
Such a … …
On the corner selling rock
… pray to God,
Hail a gipsy cab,
Takes me down from Harlem to the Brooklyn Bridge
Someone sleeps tonight
With a hunger for more than an empty fridge…
I'm going to make it … … …,
I got a pocket full of dreams.

REF.

One hand in the air for the big city,
Street lights, big dreams, all looking pretty
No place in the world that can compare
Put your lighters in the air,
Everybody say Yeah, Yeah, Yeah!

REF.

(New York, New York, New York)

4. Discuss the following points with your partner.

- How can you explain the line "there ain't never a curfew"?
- In what way can the streets of NYC make you "feel brand new"?
- Why do you think the singer calls NYC "such a melting pot"?

5. Find out your partners' opinion on the following points.

a) Why do so many young people try to make it to NYC by any means? Think of as many reasons as you can.
b) Would you like to visit this city? Why?

BOARD GAME

Play "The-One-Minute" Board game. Play in small groups. Find a counter per each person and put them on the START space. Roll the dice and move your counter. Do the task. If you coped with the task, continue playing from the same space. If you failed to complete the task, move back. The player who comes to the FINISH first, wins. Good luck!

START 	**1.** You have 20 seconds to name 3 Canadian cities.	**2.** Describe a place in the USA you would like to visit.
3. Describe the Soho area in London.	**4.** You have 1 minute to talk about "all-American" things and their origin.	**5.** What things boys and girls have to do before their Prom Night?
6. **Move ahead 3 squares** 	**7.** You have 20 seconds to name 2 Australian cities.	**8.** Name 10 countries and their state systems.
9. You are reading a piece of Minsk news on air. Describe what has happened.	**10.** Name as many subjects that are studied in American high schools as you can.	**11.** You have one minute to prove that the USA is a "melting pot".

12.
Lose your turn



13.
You have 30 seconds to explain what the Chunnel is.

14.
Prove that Australia is the place to be discovered, not feared.

15.
Move back two squares



16.
You have 1 minute to prove that the USA is a world leader in many spheres.

17.
Say everything you remember about New Zealand in one minute.



18.
Explain to your neighbour why it is interesting to travel in the USA.

19.
You have 1 minute to say how you would spend your day if you were a queen/king.

20.
Lose your turn



21.
What does Queen Elizabeth II's day look like?

22.
You have 1 minute to say what the picture below means.



23.
Name as many members of the Commonwealth as you can.

24.

Move back two squares



25.

You have 1 minute to say which part of Great Britain you would like to visit and why.

26.

If you could buy a house, which area in London would you choose?

27.

You have 1 minute to prove that Canada is the land of hope.



28.

Take 1 minute to speak about the role of monarchy in the UK.



29.

You are an architect. Take 1 minute to describe your project of the new shopping mall in Minsk.

30.

Name as many geographical features of the UK as you can.

31.

Take 1 minute to say how you would spend your time, if you had half of the day in New York.

32.

Lose your turn



33.

Give several examples of Strine.

34.

Speak about your hope for your future prom.



FINISH



UNIT 6
DOT BY

LESSON 1: THIS IS MY OWN, MY NATIVE LAND

Communicative area: telling the main facts about the place you live in
Active vocabulary: to wipe out, to conquer, to be made up of, origin, a major city
Receptive grammar: Present Perfect Passive

1. a) **Read ten questions about Belarus. Answer as many questions as you can.**

A. What is your country officially called?
B. Where is Belarus located?
C. How many regions is Belarus made up of? Name them.
D. Where was the name of the country taken from?
E. What languages are most widely spoken on its territory?
F. Why is Belarus sometimes called the blue-eyed country?
G. Which animal, bird and flower are often described as the symbols of Belarus?
H. Why has Belarus always been seen as "the lungs of Europe"?
I. What event was 36% of Belarusian population wiped out by?
J. Which castle has been most often visited in Belarus?

b) **Compare with your partner. How many questions can you answer together?**

2. **Read the key facts about Belarus from one of the websites. Check your answers.**

Homepage	Travel Tips	Sights	Photo-gallery	FAQ

Republic of Belarus

The Republic of Belarus is situated in the centre of Europe on the watershed of the Baltic and Black Seas. The capital is the city of Minsk. Belarus borders Poland, Lithuania, Latvia, Russia and Ukraine. Belarus is made up of six regions called oblast with the major cities of Brest, Grodna, Gomel, Magilew and Vitsebsk.

The name "Belarus" corresponds with the term "White Rus". There are several ideas about where the name "White Rus" came from. One of the possible origins of the name is for the white clothing that was worn by the local Slavic population. Yet another theory suggests that the old Rus lands (Polatsk, Vitsebsk and Magilew) were not conquered by the Tatars and as a result of this were described as "white".

The Republic of Belarus has become a home country for people of different nations. However, only two main languages are spoken on its territory. These are Russian and Belarusian, though in some parts of the country Polish and Ukrainian languages have been widely spread.

The natural world of Belarus is fascinating and varied. It is a mixture of forests, swamps and grasslands. Because of its unique nature the country has been included into the list of countries called "the lungs of Europe". There are numerous lakes and rivers especially in the north of the country. As a result Belarus has often been referred to as the blue-eyed country. The most widely known symbols of the republic are a bison, a stork and a cornflower.

The black pages of Belarusian history tell about a number of terrifying wars which took place on its territory. For example World War II wiped out about one third (about 36%) of the country's population.

Today Belarus is becoming more and more popular as a tourist destination. Different exciting routes have been offered both to foreign and local travelers. Mir and Nyasvizh Castles have already been visited by thousands of people from Belarus and from abroad.

3. **Read the sentences from the web page and answer the grammar questions.**

Belarus ***is made up of*** *six regions.*
The white clothing ***was worn*** *by the local Slavic population.*
In some parts of the country Polish and Ukrainian languages ***have been*** *widely* ***spread****.*

1. Which sentences refer to the past and which to the present? 2. Which voice is used in these sentences: active or passive? Find examples of Passive in the question in ex.1. 3. Which verb is used with a past participle to form the passive? 4. Which tense is used to show that something happened to the subject and the result of it is clear now: Past Simple Passive, Present Simple Passive or Present Perfect Passive?

4. **Look at the sentences below. Which of them are TRUE about the place you live in?**

A. This year our city/town/village has been visited by many tourists.
B. Some streets in our city/town/village have been renamed.
C. The house I live in has recently been renovated.
D. A new cinema/shop/museum/monument has been built in our region.
E. A lot of traditional festivals have been celebrated in our city/town/village.

5. **a)** **Read the questions. What do the words in bold mean? Match with their synonyms given below.**

- to destroy completely
- the beginning of something
- to form
- a large part of a territory
- to overcome and control
- the most important/main

1. What **region** of Belarus do you live in? What is its **major** city? Have you ever been to other **regions** of your country? What are they?
2. What is your city/town/village called? Do you know the **origin** of its name? If you don't, think of one possible **origin** of its name.

3. How many areas is your city/town/village **made up of**?
4. Has your city/ town/ village ever been **conquered**? When was it?
5. What disasters have you heard about? Did they **wipe out** any big cities? What happened?

b) Work in pairs, answer the questions in ex. 5a.

6. Work in pairs. Make a short list of key facts about the place where you live for a web page.

LESSON 2: CUSTOMS ROCK

Communicative area: telling about traditions of Belarus and other countries
Active vocabulary: traditions, customs, rites, believes
Active grammar: impersonal subject *It* + adjective

1. a) British people sometimes say "Customs are rock". What does it mean?

Tradition = usual practice of something
Synonyms: custom, belief, ritual, rite

- Traditions and customs are as cool as rock music.
- Traditions are boring because they never change, they are like stone = "rock".
- Traditions are like stones, they are unchangeable for a long time, and as a result they make a good base for a country and its people.

b) Read the sayings of famous people below. Put them into one of the groups.

A) Traditions influence our lives greatly.	...
B) Traditions make our lives more difficult.	...
C) Traditions don't usually live long.	*1*, ...

1. “The customs change like leaves on the tree, some of them go and others come.”
2. “No man ever looks at the world with clear eyes. He sees it edited by a set of customs.”
3. “Custom is the great guide to human life.”
4. “Nothing dies easier than tradition.”
5. “Tradition is a guide and not a jailer.”
6. “Custom is a second nature, and no less powerful.”

c) Which of the sayings do you agree with? Why? Tell your partner.

2. a) Look at the pictures below. What can you see?



b) Listen to a radio programme. Three teenagers have been to different countries and tell us about the unusual customs they’ve seen. Match the countries with the pictures.

Japan	Norway	Ukraine
Thailand	Brazil	Russia

c) Listen to the radio programme again. Complete the sentences below.

1. It’s ... to give your Japanese friend a red Christmas card as a present.

2. If you visit a Japanese house it's … to look in the kitchen.
3. On Christmas Eve witches and ghosts come out of their home. It's … that they are looking for brooms to ride.
4. If you've been invited to somebody's home in Brazil it's ... to take a present with you. It's … to send a thank-you note the next day.
5. It is ... to decorate a Christmas tree with an artificial spider and webs. It is believed that a spider web found on Christmas morning brings good luck.
6. It's ... to present an even number of flowers.

d) Work in pairs. Which customs from the radio programme do we have in Belarus? Which customs are unusual for our country?

3. Think about Belarus. When we are visiting somebody's house in Belarus, what customs do we follow?

It's	important necessary unnecessary polite impolite rude risky normal	to	arrive on time. bring flowers/a present with you. take your shoes off when you enter the house. eat everything you are given. eat with your hands/a knife and fork. talk with a full mouth. leave very late at night. decorate your house with... ...

4. You are going to take part in "Fantastic Facts" show and speak about Belarus and its customs during different festivals. Here are some ideas to help you. Choose one and prepare your story. Use structures from ex. 3 if possible.

- Easter traditions: Easter cake, egg-painting, egg cracking.
- Kupalle (Midsummer Night): bonfire, jumping over the fire, paparats-kvetka (fern flower).
- Maslenitsa (Shrovetide): pancakes, burning Shrovetide in the bonfire, games, horseback rides.

LESSON 3: RELAX.NOW

Communicative area: discussing possibilities of weekend activities in Belarus; giving your opinion
Active vocabulary: average, to cherish, significant, mature, addiction, household, DIY centre, lawn, take up

1. a) Work in pairs. Write down five most popular ways of spending weekends in Belarus.



b) Read the results of a survey about top weekend activities. How many were in your list?

We all look forward to the weekend, whether it's to spend time with family, see friends or do those odd jobs around the home and garden. But one thing's for sure, weekends never seem to last long enough!

The weekends have always been the time for families in Belarus. Often the parents are at work having a five-day working week from Monday to Friday. As a result Saturdays are busy time for shops with many families going to markets and department stores.

Sunday used to be a very special day of the week in Belarus. It was the only day of the week when most of the people were at home or at church. Popular leisure activities on Sunday used to be going to church and doing jobs around the house. Nowadays Sunday has lost its religious sense, but in many families it is believed that it's important that families have time to be together.

How do people spend their free time?

People today enjoy various indoor and outdoor activities. Here are the results of Eurostat survey. They discovered that people

in Belarus spend about 45 per cent of their free time **watching TV**. The average viewing time is 25 hours per person each week. Almost all households have at least one television set. In many homes satellite, cable and digital television is used. A lot of programmes are about cooking, health, gardening and wildlife. All these things are much cherished by Belarusian people. A significant number of people also spend time **listening to the radio**. Though some see the radio as quite an old-fashioned kind of leisure both mature and under-aged people prefer listening to their favourite radio station. The addiction to digital devices is constantly growing in Belarus as well. About 81 per cent of people own a mobile phone as well as a CD or MP3 player. 56 per cent of households in Belarus have a desktop computer and about 30 per cent have a portable or laptop computer.

About 24 per cent of the free time of Belarusian people is spent on **socializing**. That is the second most popular activity in Belarus. People enjoy visiting and entertaining with friends and relatives. Going to the grandparents at the weekend has become quite a traditional point on the weekend plan. Besides Belarusians are interested in **cinemas and movie houses**. More and more viewers prefer 3D and multiplex movies. About 3,5 million people have been to the cinema this year making it the most popular cultural activity in Belarus. **Eating out** has grown in popularity, with Belarusian people spending a part of their household money on food outside home. School children and teenagers are keen on McDonald's or pizza houses. Adults would occasionally go to a café or a restaurant.

Another popular pastime since Soviet times is **gardening**. Many people in Belarus have a dacha, a country house where they go in order to run away from a noisy city. Belarusian people want their dachas to look nice that is why almost every town in Belarus has a garden or a DIY centre. These are like supermarkets for home and garden. Some dacha owners look after the flowers and moan the lawns, others grow vegetables and some just go there to enjoy a lovely evening barbecuing.

More and more people practise active ways of spending the weekend. Sports and physical recreation have become widely spread around the country. People of different ages take up cycling and swimming in summer and ice-skating in winter.

c) Read the article again. Are the sentences below true or false?

1. Saturday is usually a busy day in Belarus because a lot of people work on that day.
2. In the past people went to church every Sunday.
3. The most popular activity in Belarus is socializing.
4. Some people in Belarus think that nobody is interested in radio any more.
5. Children usually ask their parents to take them to McDonald's.
6. All Belarusian people go to their dachas in order to enjoy gardening.
7. A lot of young people go cycling and ice-skating.

2. a) Look at the words in column A. Match them with their synonyms in column B. Use the survey results to help you.

A	B
1) department store	a) care for, like
2) indoor	b) habit, craze
3) outdoor	c) shop
4) average	d) Do It Yourself
5) cherish	e) important
6) significant	f) stay-at-home
7) mature	g) family, relatives
8) addiction	h) grass
9) household	i) outside
10) DIY	j) grown-up, adult
11) lawn	k) start
12) take up	l) typical, usual

b) Complete the questions below with the words from ex. 2a. Use the questions to interview your partner.

1. When was the last time you bought something in a ...?
2. Do you prefer ... or ... activities?
3. What's the ... time you spend on doing your homework?
4. What features of character does your family ...?
5. Have you ever been to a ... centre? Why?
6. How many people do you have in your ...?
7. What sport would you like to ... in the future?
8. Does anybody of your friends have a TV or computer ...?
9. Which sports are usually played on a ...?
10. What make a .... person, his mind or his body?
11. Which ... changes do you think you need to make your dream come true?

3. Work with your partner. Decide what the best weekend activities for the people on the list are. Use the phrases in the box to express your ideas.

- two schoolgirls who want to relax after a difficult school week;
- your grandpa who wants to have a quiet peaceful weekend;
- a family of three who don't want to stay home;
- a businessman who has had a very busy week;
- a big family with little children who would like to spend time together;
- your best friend;
- your family.

USEFUL PHRASES (Giving opinion)

- I think ...
- I don't think ...
- I believe (that) ...
- I don't believe (that) ...
- In my opinion, ...
- I don't think they/he/ she should ...
- He/she/they ought to ...
- They/he/she'd better ...

LESSON 4: WEEKENDS ARE A BIT LIKE A RAINBOW

Communicative area: speaking about unusual ways of spending a weekend
Active vocabulary: folk crafts, straw, significance, to overcome, crucian carp, pike, eel, perch, to get rid of, fishing rod, basket, poisonous, edible, crossroads, tournament, medieval, a must see
Active grammar: linking words expressing purpose: *to, in order to, so as, so that*

1. a) There is a saying *"Weekends are a bit like rainbows; they look good from a distance, but disappear when you get close to them"*. Do you agree with a saying? What makes for an enjoyable weekend? How can you plan it effectively? What is important when planning for the weekend?

b) Here are some tips on how to have a good weekend. Which of the tips do you agree with?

• Write Down *A Short Plan For The Weekend* – Make a plan <u>in order to</u> find time for fun and stop shopping, cleaning, cooking, and chores dominating your weekend.

• Put The Chores To Weekdays – Do the supermarket run and house cleaning or washing on Thursday or Friday night <u>to</u> have a more relaxing weekend.

• Get Out Of Bed At The Same Time As Weekdays – Don't lose half the day under the blanket. Get up at your usual time <u>so as to</u> free up more time for your weekend fun, to regulate your body clock better and avoid that Monday morning "fatigue".

• Make One Day A Fun Day – Don't do serious work both on Saturday and Sunday <u>so that</u> you can make one day for activities that make you happy.

c) Look at the underlined linking words. Do you use them:

– to speak about result?
– to speak about purpose?
– to show contrast?

Which linking words do you use:

– before an infinitive?
– before a clause?

d) Think of one more tip to add to the list.

2. a) Sometimes people want to have a weekend with a difference. Here are some ideas to spend an unusual weekend from different websites. Read and match each activity with the objects you'd need for them.

A Weekend with a Difference

Straw Weaving

Going to an art gallery seems to be boring. And what about visiting an unusual gallery of folk crafts? Straw weaving is a very old craft that has been known in our country for many centuries. It has become an identity card for Belarusian art. Straw horses, spiders, as well as beautiful and useful objects of everyday life were made out of straw and used both for decorating homes and for the storage of goods and foods. Even Belarusian children's toys and dolls were often made out of straw. And, of course, we can't forget traditional straw hats of Belarusian men – a "bryl". In the gallery of straw art you can not only see and buy a fantastic straw souvenir, but also visit Belarusian Festival of Straw and try making a straw item with your own hands with the help of the best Belarusian masters of straw art and crafts.

Horseback Riding

Horses did various jobs for people in the past. Now it seems that in our age of machines a horse should have lost its significance, but it is still a part of human life. Today you can spend your Saturday or Sunday morning on a horse farm. Horseback riding is first of all a unique way of keeping fit. Doctors say that an hour spent in a horseback-riding class is a better cure than hundreds of pills. Horseback-riding also has psychological benefits. It frees our mind and helps to get rid of dark thoughts and gives us new strengths to overcome everyday problems. Take a

chance and join a horseback-riding class or a horseback tour one day. It's well worth doing!

<u>*Fishing*</u>

Some people say "Give a man a fish and he has food for a day; teach him to fish and you can get rid of him for the whole week". If the words carp, crucian carp, pike, eel and perch aren't strange to you, it means that a weekend with a rod is the best variant for you. If you are a fishing fan, go to the countryside where there are many fishing farms located near rivers and lakes rich in fish. If you are lucky you can get a good catch and share a fresh fish soup with your friends or family.

<u>*Wild Mushrooms and Berries Hunting*</u>

Gathering wild berries and mushrooms hasn't changed over the centuries. It's real fun to leave the city and go to the forest and gather a full basket of wild mushrooms. However, it has become less spread because of the disbalance in the relations between humans and nature. Besides, this activity can be quite dangerous if you aren't familiar with types of mushrooms and can't identify which are poisonous and which are edible ones. So it's better to have an "expert" who has the knowledge of wild world and can help you to make your weekend safe.



a basket



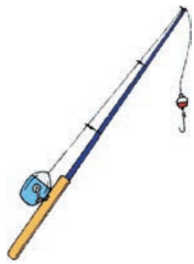
knight armours



a saddle



straw



a fishing rod

Knights festivals

Belarusian lands lie on the crossroads of Europe. As a result they always needed brave soldiers to protect them, otherwise known as knights. At the end of 20th century knights began to come back, knights clubs, and later knights tournaments and festivals appeared. The main medieval festivals and knights tournaments in Belarus are held in Navagrudak, Zaslauye, Nyasvizh and Mir. There it is possible to meet young men and girls in medieval costumes and to watch knights tournaments which have already become a tradition in Belarus. You'll have the chance to take some amazing pictures and make memories you'll want to relive. A Belarusian knights festival is a must see!

b) Make one sentence out of two using the linking words from ex. 1.

A. Belarusian people made straw boxes. They kept food in them. – *Belarusian people made straw boxes in order to keep food in them*.
B. Belarusian houses were decorated with straw spiders. They brought good luck to their masters.
C. You should visit the Belarusian Festival of Straw. You can buy a straw souvenir or make it with your own hands.
D. It's a good idea to join horseback-riding classes. You feel better and become healthier after them.
E. You take your rod and go to a lake. You can catch lots of different fish.
F. You catch a lot of perches and pikes. You enjoy a big bowl of fish soup.
G. People who go mushroom hunting should be very careful. Some types of mushrooms are poisonous.
H. It's better to take a "mushroom expert" with you. He can help you gather edible mushrooms.
I. Belarus always needed knights. They could protect the state from enemies.
J. It's important to visit knights festivals. You can learn a lot about the history of your country.

c) **Use the pictures from ex. 2a and explain what you need each object for.**

d) **Look at the words in the box. Which word means:**

- significance
- medieval
- edible
- get rid of something
- poisonous
- tournament
- overcome something
- folk craft
- crossroads
- a must see
- carp, crucian carp, perch, eel, pike
- a catch

A. something that it's important to see;
B. connected with the Middle Ages;
C. a competitions for knights;
D. something you can eat;
E. something dangerous to eat;
F. some fish you get from the lake or river;
G. types of fish;
H. importance;
I. traditional art made by hands;
J. to free oneself of something or somebody unpleasant;
K. to get over a problem, to win;
L. a place where two or more roads meet.

e) **Use the words from ex. 2d and write 5 true sentences about you.**

3. **Which of the weekends from the article would you choose and why? Interview your group mates and find out what the most popular unusual weekend in your class is.**

4. **a)** **You need to organize a weekend (Saturday and Sunday) for a group of teenagers from Europe. Work in groups, make a plan for the weekend.**

b) **Listen to the plans of your group mates and choose the best.**

LESSON 5: A MAN'S HOME IS HIS CASTLE

Communicative area: describing a castle/an old building
Active vocabulary: the Middle Ages, medieval, king, knight, minstrel, moat, drawbridge, dungeon, fortress, watch tower
Receptive grammar: relative pronouns *who, which, that, whose, where*

1. There's a saying in English "An Englishman's home is his castle". But what if your home IS a castle? Imagine you live in a castle. Work in pairs. Answer the questions below.

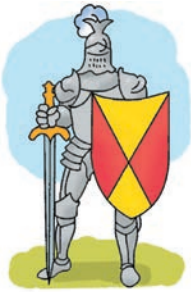
1. What is a castle? When were most castles built?
2. Have you heard of any famous medieval castles? Are there any in Belarus? What do you know about them?
3. What's life like in a medieval castle?
4. Do you know of any famous people who live in a castle?
5. What would you do in these parts of your castle: a watch tower, a moat, a drawbridge dungeons, the great hall, a fortress.

2. a) Listen to Aneka speaking to her friend Sophie from Belarus. Answer the questions below.

1. How do Sophie and Aneka communicate? 2. Why did Aneka stay in a castle for one day? What castle did she stay in? 3. What did she plan to do there? 4. Which parts of her plan did she manage to do?

b) Look at the pictures and say what you can see in them. Listen to Aneka again. Which picture wasn't mentioned?









3. a) Match the parts of the definitions.

1. A moat is a deep, wide canal around a castle, fort, or town	a) where the most important meetings and dinners took place.
2. A dungeon is a dark, often underground room	b) who travelled from place to place to sing and entertain people.
3. A knight is a gentleman-soldier	c) that was used for observing and signalling any danger.
4. The great hall is a huge room	d) which was constructed to protect a castle from enemies.
5. A drawbridge is a bridge	e) which was filled with water and was constructed to defense against attacks.
6. A watch tower is a very high part of a castle	f) where the prisoners were often kept.
7. A fortress is a building	g) who belonged to a brotherhood or an order and whose job was to fight for his king and his country and take part in tournaments.
8. A minstrel is a medieval musician and poet	h) which could be raised in case of danger to block the entrance gates of the castle.

b) Now match the words with the pictures in ex. 2b.

4. Look at ex. 3a, answer the questions below.

1. What words are underlined? Are they nouns or pronouns?
2. Which relative pronouns do we use to speak about animate and inanimate nouns, places, possessions?

5. Here is a list of things that come from different English-speaking countries. How many of them can you describe? Read and complete the sentences below.

1. The Loch Ness monster is a creature ... *that lives in Loch Ness.*
2. Fish and chips is a dish ...
3. Windsor Castle is a place ...
4. Bagpipes are a musical instrument ...
5. Maori is ...
6. Strine is ...
7. William Windsor is ...

6. a) Imagine that you need to tell your friend from an English-speaking country about five things typical of Belarus. Work in pairs and describe these things to your friend.

- Mir Castle...
- Draniki...
- Bryl...
- ...

b) Compare your list with your group mates'. Choose the most interesting definitions in your group.

LESSON 6: SAVE YOUR HISTORY, SAVE YOUR HOME

Communicative area: writing about historical places of your country
Active vocabulary: phrases describing a place, adjectives: well-worth, magnificent, fascinating, remarkable, amazing, huge, breath-taking

1. You will get a card from your teacher. Explain the words on your card to your partner. You partner will explain his / her words to you. Who can guess more words?

2. a) Read Sophie's project that she wrote using Aneka's letter about Dover Castle. Would you like to visit Dover Castle? Why?



A. Here's Dover Castle. It's one of the greatest and most famous of European castles and fortresses. It's located in Kent county in the south-east of Britain which is the shortest crossing point to Europe. Because of its position Dover Castle has always played an important role in the national history of Great Britain.

B. The castle is so ***huge*** that it would take the whole day to explore its every corner. The fortress walls protect the castle from the visitor's eye. But as soon as you walk over the drawbridge and cross the moat you can enjoy an ***amazing*** view of the castle watch towers. Its Great Hall, inner yard, dungeons and towers attract people from all over the world. Today the castle is visited by thousands of tourists who are eager to discover some of the **fascinating** secrets of the castle. Hidden deep inside the ***famous*** White Cliffs Dover Castle has withstood the test of time ***remarkably*** well throughout its long history. Overlooking a busy port Dover Castle is an absolutely **fascinating** place to come and to 'relive' the most **exciting** moments of British history today. You can spend time walking along numerous galleries and rooms, exploring a **magnificent** great hall with its beautiful ornaments and decorations. Tourists are offered **various** shows of minstrels playing medieval music or **breathtaking** knights shows with battles and medieval dances. You can dress up as a knight or a lady of the Middle Ages to feel the taste of the ancient times. Dover Castle is an all-season tourist attraction and it's **well-worth** a visit.



C. Dover Castle has been known as 'The Key to England' for over 2000 years. Its origins go back to the Iron Age. Since that

time Dover Castle had been used as a fort, a lighthouse and a church until Henry II rebuilt it completely in 1180s. Over the centuries the castle and its facilities have been enlarged and improved. The castle was put to its first major test during the war between King John and his barons. The knights protecting the castle were ready for the attack and fought back the enemies bringing the war to an end. During the seventeenth and the eighteenth centuries several military engineers added more changes and constructed underground barracks in the dungeons of the castle. Those barracks were combined with new tunnels and the dungeons became an underground hospital. That reconstructions took place in the twentieth century, when the castle played an important role in both world wars. After the Second World War new "knights of the twentieth century" stayed in the castle until 1958. Five years later the whole Dover Castle was handed over to the Ministry of Works for keeping and reconstructing it.





D. Dover Castle is associated with numerous ghosts and strange sounds. For example, in the King's bedroom a woman wearing a red dress has been seen at the west stairway of the castle. Besides Dover Castle has served as locations for some popular films. In 2009 it was filmed for the episode The Clocks in Agatha Christie's Poirot series. And in 1990 it was shown in a version of Hamlet, directed by Franco Zeffirelli.





b) Which paragraph of her project is about:

1. Description of the castle.
2. General facts about the castle and its location.

3. Things that tourist can see and do there.
4. The history of the castle.

c) Look at the words in bold and find the synonyms for the words below.

Beautiful, interesting, popular, big.

3. **a) Read the project of Sophie's classmate. Whose project is better? Why?**



This is Lida Castle (Lidskiy zamok). It was very big and popular castle in the eastern Europe in the Middle Ages. It is in the north-east of Grodna region. It was very important for Belarusian history because it was situated on the boarder of the Grand Duchy of Lithuania.

Lida Castle was built in the early 14th century by Grand Duke Gediminas of Lithuania. It's an interesting fact that Lida Castle was build with red bricks. So the history of the castle is about seven centuries long. During all these centuries a lot of changes were made in the castle. A lot of battles and wars took place around Lida castle. But in 1891 it was badly damaged in a fire.

In the 1920s work began to restore some of the castle walls. On January 22, 1940 the Castle of Lida was given the status of an archeological monument and in 1953 the castle was taken under state protection.

Today a lot of tourists come to Lida to see beautiful places around the castle ruins. You can come here at any time of the year. Visitors can watch very interesting knights' tournaments during the summer so you can see what the life in the Middle Ages was like. In the winter time the inner yard of the castle is transformed into an ice-skating rink.

b) Work in groups (one group – one paragraph). Use the underlined phrases and adjectives from Sophie's project (ex. 2b) to improve her friend's writing.

4. **You are going to take part in a competition. You need to describe a castle in your country to get money for its renovation. Use the information in the fact files from the castle explorer website and write about one of the castles.**

Kreva Castle	• Grodna region, near Smargon • Built mid-14th century, count Kejstut • First used as fortress, wooden, badly damaged, two towers totally destroyed, rebuilt • Destroyed again during World War I • Today in ruins, needs reconstruction • Visit four holly stones • August Kreva Festival of Medieval Culture
Navagrudak Castle	• Grodna region, one of the oldest in Belarus, on the highest hills of Belarus • Built in the 12th century • Destroyed by fire in 1398 • Later rebuilt in the 14th, 15th and 16th centuries • The '80s of the 16th century new stone castle appeared, became royal residence • In the 16th century the castle had seven towers, one of the strongest of its time • Badly damaged during the war of Russia with Rzeczpospolita (Polish-Lithuanian Commonwealth) in 1654-1667. • Northern War in 1706 burned down by the Swedes. Today in ruins • Since 2000 has been regularly hosting medieval culture festivals
Galshany Castle	• Grodna region • First mentioned in the 13th century, Duke Golsha • Rebuilt in the 17th century by count Sapega, his residence • In the 17th century unique in the Great Lithuanian Principality because it was the only construction style

	• Galshany monastery , now a branch of Belarus Fine Arts Museum • Now only one tower, needs reconstruction • The ghost “White Lady” • described by Uladzimir Karatkevich in his novel “Chorny Zamak Alshansky”

LESSON 7: THE ORIGINS

Communicative area: telling biographies of famous people
Active vocabulary: background, heritage, inherit

1. **Look at the pictures. Do you know anybody of these people? What did they do? Why are they famous?**







2. a) **Look at the words in the chart. Match with definitions.**

1. Background	a) A written history of a person’s life
2. Biography	b) Something that people who live today can take from/inherit from the people who lived in the past
3. Heritage	c) A person’s experience and education

b) You are going to read one of the three articles about these famous Belarusians of the past. A's read about Maksim Bagdanovich, B's about Francysk Skaryna, C's about St Euphrasinia of Polatsk. Take notes about the following:

- Their origin and background
- The main facts of the biography
- The heritage we have today.

Maksim Bagdanovich was a famous Belarusian poet, journalist, translator and literary critic. He is considered to be one of the key Belarusian writers together with Janka Kupala and Yakub Kolas. He was born in Minsk in 1891 to the family of a scientist. His mother died very young of tuberculosis – a very dangerous disease. Some years later the family moved to Nizhny Nougarad in Russia where Bagdanovich's father remarried several times. Though Maksim's family spoke Russian in their everyday life Bagdanovich upbringing included a lot of poems, fairy tales and legends in Belarusian, which influenced his future work. 1907 was the official beginning of his poet career when his novel "Muzyka" was published in "Nasha Niva".

The novel tells a story of a musician who travels around his country playing the violin. His instrument makes people laugh and cry. It helps people to overcome their hardships. However, some rich people decide to get rid of Muzyka and put him into prison where he dies. But the legend about his magic violin lives on.

Soon Bagdanovich graduated from the gymnasium and planned to enter the university in Saint Petersburg, but his family didn't have enough money to pay for his studies. As a result he started to study law in Yaraslaul. At the same time Bagdanovich travelled to Vilna (Vilnius) and met many outstanding people of that time, for example Vaclau Lastouski and Luckievich brothers. His numerous poems and articles regularly came out in different newspapers both in Belarus and Russia. And in 1914 his book of poems "Vianok" was published in Vilno. His interests included not only poetry, but also translating of famous foreign poets into Belarusian language. By 1917 he had translated Heinrich Heine and Alexander Pushkin. He planned to continue his work, but in 1917 he had to move to Crimea in order to cure his tuberculosis. Unfortunately, the

treatment was unsuccessful and Maksim Bagdanovich died tragically young in Yalta. He lived a short, but a very bright life. It's a pity that we didn't inherit much of his works because a lot of them were destroyed by the fire in his father's house. Some of his works became the basis for the opera "Zorka Venera". The museums of the poet have been opened in Minsk, Grodna and Yaraslaul and several streets in major cities of Belarus and Russia have been named after Maksim Bagdanovich.

Francysk Skaryna is a Belarusian legend. He has been remembered and respected for his contribution to the education and the development of printing. He was born in the ancient Belarusian city of Polatsk in the first half of the sixteenth century. It's a pity, but the exact dates of his birth and death are unknown. He was born to the family of a merchant and got his primary education at home. At that time there wasn't a university on the territory of the Grand Duchy of Lithuania. Skaryna had to travel to Krakow where he became a brilliant student of the Arts Faculty. After graduating from Krakow University he decided to travel further to Italy and soon became a doctor of medicine. As a result of his trips he became involved in printing and publishing of books. He printed his first book entitled *The Psalter*, in Old Belarusian language in 1517 in Prague. It was followed by twenty-three books more. The most significant event for Belarusian culture was the first printing of the Bible in Belarusian. Sometime later he moved to Vilna where he got married and continued his work. There he opened the first printing shop. Unfortunately, his shop was destroyed by fire. Soon after that he faced his wife's death and poverty because his printing business wasn't successful.

Some scientists said that later Skaryna moved to Czech Kingdom where he worked as a doctor and gardener in a house of a rich man. He died there in either 1540 or 1550.

Today we can call Skaryna one of the founders of Belarusian literature. In 1969 the story of Francysk Skaryna was told in the film "I, Francysk Skaryna..." Two awards presented in Belarus were named in honour of Skaryna: Medal of Francysk Skaryna and Order of Francysk Skaryna. Besides, there is a bronze monument to Skaryna near the building of the National Library in Minsk.

St Euphrasinia of Polatsk was the daughter of Prince Svyataslau of Polatsk and granddaughter of Usiaslau the Enchanter (Charadzey). She was the first Belarusian woman enlightener.

Princess Pradslava, who became Euphrasinia some years later, was born in about 1110 in Polatsk. When she was twelve her parents planned to marry her off to one of the princes who influenced the political life in the eastern European region. But Pradslava refused to marry and ran away to her aunt who was the head of a convent (a monastery for women). There she wanted to become a nun as it was the only possible "carrier" for a woman at that time. But it took some time before Pradslava's father agreed with her choice, so as a result at the age of twelve Pradslava became a nun-Euphrasinia.

Euphrasinia spent several years of her life in Saphia Cathedral in Polatsk. There she was copying religious books and giving the money that she earned to the poor. Later with the help of her family she founded her own convent. She also built two churches one of which, the church of The Holy Saviour, still stands today and is considered to be the most precious monument of early Belarusian architecture. She turned her convent not only into a religious, but also a cultural centre. At the end of her life she went to the Holy Land where she died sometime after 1167. Her body was carried to Kiev and placed in the Monastery of the Caves. It was only in 1910 that her body was brought back to her native town of Polatsk.

Her name is also associated with the Cross of Saint Euphrasinia. It was a magnificent piece of art that was created by one of the best masters of that time Lasar Bohsha. He used a unique ancient technology and decorated the Cross with precious stones. The Cross was presented by Euphrasinia to the church of the Holy Saviour in 1161. Over the centuries the Cross was stolen and then returned to Belarus several times. However, after World War II it mysteriously disappeared. Most probably it was stolen. The attempts to find it have been made by Belarusian scientists and the government. But the investigation didn't bring any results. So in 1997 a Belarusian artist Mikalai Kuzmich created a unique copy of the Cross that is now kept in in St Euphrasinia's Church in Polatsk.

c) **Work in your groups. Check your notes.**

3. **Work in a new group of three: Student A, Student B and Student C. Speak about your article. Find at least one fact in common between:**

- Maksim Bagdanovich and Francysk Skaryna;
- St Euphrasinia of Polatsk and Francysk Skaryna;
- Maksim Bagdanovich and St Euphrosinia of Polatsk.

4. **a)** **Look at the words below. Who are they about? Put MB for Maksim Bagdanovich, FS for Francysk Skaryna and EP for St Euphrasinia of Polatsk.**

A. be involved in printing and publishing of books
B. a magnificent piece of art
C. a book of poems "Vianok"
D. copy religious books
E. a magic violin
F. the head of the convent
G. Crimea
H. the first Belarusian woman enlightener.
I. doctor and gardener
J. one of the key Belarusian writers
K. graduate from Krakow University
L. a Belarusian legend
M. a nun
N. the Holy Land
O. tuberculosis
P. Italy

b) **Speak with your partner. Check your answers. Explain your answer.**

E.g. *A.* Francysk Skaryna *was involved in printing and publishing books* when he travelled.

5. **a)** **Work in two teams. Think of more famous Belarusian people from the past. Explain why they are important for the history of your country.**

b) **You will have a competition with another team. Who can name more famous Belarusians and give reasons why they are famous?**

LESSON 8: WHO DO YOU THINK YOU ARE

Communicative area: talking about your ancestors
Active vocabulary: ancestor, roots

1. a) **Here is a mini quiz. Read and answer the questions. You have only five minutes to do it.**

1. Which film studio produced "Tom and Jerry", "Casino Royal" and "Legally Blonde"?

A. Metro-Goldwyn-Mayer (MGM) B. Warner Bros C. Walt Disney Studios







2. Which actor and film producer has been working as a UN Messenger of Peace since 1998?

A. Michael Douglas B. Michael Jackson C. Michael Jordan



3. Which well-known actor played the part of Indiana Jones?

A. Brad Pitt
B. Robert Pattinson
C. Harrison Ford



4. Famous Russian planes SU are named after a well-known plane constructer ... .

A. Sukhoi
B. Sukhanov
C. Sukharev



5. Which famous artist was the oldest of nine children and died when he was 97 years old?

A. Leanardo da Vinci
B. Marc Chagall
C. Pablo Picasso



6. Larry King is a famous ... .

A. TV host
B. actor
C. scientist



7. Who was the author of sci-fi short stories "The Edge of Tomorrow" and "I, Robot"?

A. Ray Bradbury B. John Ronald Tolkien C. Isaac Asimau



b) **Compare your answers with your partner.**

2. a) **Listen to two people talking about famous people who have Belarusian ancestors. Check your answers to the quiz in exercise 1.**

! Your **ANCESTORS** are your relatives who lived before you, for example, your grandparents or great grandparents.

b) **Listen to the conversation again. Match the facts from the list with the people who the two girls speak about.**

Louis B. Mayer Michael Douglas	Marc Chagall Isaac Asimau Harrison Ford	Sukhoi Larry King

1. He was born in Belarus.
2. He was on the border of Belarus and Russia.
3. His ancestors were from Belarus.
4. He constructed one of the best military airplanes in the world.
5. He founded a film studio in Hollywood.
6. His father was a famous actor.
7. He worked as a carpenter when his acting career wasn't very successful.
8. He said he had "more stars than there are in the heavens".
9. His work influenced lot of science fiction films.

10. He is a king of talk shows.
11. His ancestors had a farm in Belarus.
12. He is half German and half Belarusian.
13. His birthday is unknown.
14. He was an outstanding scientist.
15. He inherited a serious heart disease from his dad.

c) Which famous people from the list did you know before? Which people have you learnt about today?

3. a) You will get a card with a name of a famous person. Imagine that you are this person. Prepare to speak about some facts from your biography and about your ancestors.

b) Walk around the class. Find out who your classmates are.

4. Make a mini presentation about your family tree. Use the questions to help you.

1. What do you know about your roots?
2. What do you know about your grandparents/great grandparents on your mum's/dad's side?
3. Where were your ancestors from? What did they do?

LESSON 9: I, ROBOT

Communicative area: inferring meaning from context; discussing the future of cybernetics and robots

1. a) Work in pairs. Guess what word is missing in the rules below.

1. A ... may not injure a human being or, through inaction, allow a human being to come to harm.
2. A ... must obey orders given to it by human beings except where such orders would conflict with the First Law.
3. A ... must protect its own existence as long as such protection does not conflict with the First or Second Law.



b) What is the main idea of these laws? Do you agree with it? Would you add any other laws to the list?

A. Robots must obey the laws that people created.
B. Robots must always protect people even if they can be in danger.
C. Robots must protect themselves from humans.

2. a) These laws come from the book of short stories "I, Robot" by Isaac Asimau. Read the Introduction. Answer the questions below.

- Who tells the story?
- What does Doctor Susan Calvin do?
- Why do you think the author talks to Doctor Susan Calvin?

I, Robot

By Isaac Asimau

Introduction

I looked at my notes and I didn't like them. I'd spent three days at U. S. Robots and might as well have spent them at home with the Encyclopedia Tellurica.

Susan Calvin had been born in the year 1982, they said, which made her seventy-five now. Everyone knew that. Appropriately enough, U. S. Robot and Mechanical Men, Inc. was seventy-five also. It had been in the year of Dr. Calvin's birth that Lawrence Robertson had first taken out incorporation papers for what one day became the strangest industrial giant in man's history. Well, everyone knew that, too.

At the age of twenty, Susan Calvin had been part of the Psycho-Math seminar at which Dr. Alfred Lanning of U. S. Robots had demonstrated the first mobile robot equipped with a voice. It was a large, clumsy unbeautiful robot, smelling of machine-oil and destined for the mines on Mercury. But it could speak and make sense.

Susan said nothing at that seminar; took no part in the discussion that followed. But as she watched and listened, she felt some kind of cold enthusiasm.

She graduated from Columbia in 2003 with a bachelor's degree and began her work in cybernetics.

All that had been done in the mid-twentieth century on "calculating machines". She learned to calculate the parameters necessary to fix the possible variables within the "positronic brain"; to construct "brains" on paper such that the responses to given stimuli could be accurately predicted.

In 2008, she got her Ph.D. and joined United States Robots as a "Robopsychologist," becoming the first great practitioner of a new science. For fifty years, she watched the direction of human progress change and develop rapidly. Now she was retiring – as much as she ever could. At least, she was allowing someone else's name to be inset upon the door of her office.

That, generally, was what I had. I had a long list of her published papers, I had the chronological details of her promotions. In short I had her professional life in full detail. But that wasn't what I wanted. I needed more than that for my feature articles for Interplanetary Press. Much more.

I told her so.

"Dr. Calvin," I said, "in the mind of the public you and U. S. Robots are identical. Your retirement will end an era and –"

"You want the human-interest story?" She didn't smile at me. I don't think she ever smiles. But her eyes were sharp, though not angry.

But I said, "That's right."

"Human interest out of robots? A contradiction."

"No, doctor. Out of you."

"Well, I've been called a robot myself. Surely, they've told you I'm not human."

They had, but there was no point in saying so. She got up from her chair. I followed her to the window and we looked out.

The offices and factories of U. S. Robots were a small city; spaced and planned.

"When I first came here," she said, "I had a little room in a building right about there where the fire-house is now." She pointed. "It was destroyed before you were born. I shared the room with three others. I had half a desk. We built our robots all in one building. Now look at us."

"Fifty Years," I said, "is a long time."

"Not when you're looking back at them," she said. "You wonder how they disappeared so quickly."

She went back to her desk and sat down.

"How old are you?" she wanted to know.

"Thirty-two," I said.

"Then you don't remember a world without robots. There was a time when humanity faced the universe alone and without a friend. Now he has creatures to help him; stronger creatures than himself, more faithful, more useful, and absolutely devoted to him. Mankind is no longer alone. Have you ever thought of it that way?"

"I'm afraid I haven't."

"To you, a robot is a robot. Electricity, metal and positrons. Mind and iron! Human-made! If necessary, human-destroyed! But you haven't worked with them, so you don't know them. They're a cleaner race than we are."

"We'd like to hear some of the things you could tell us; get your views on robots. The Interplanetary Press reaches the entire Solar System. Potential audience is three billion, Dr. Calvin. They ought to know what you could tell them on robots."

She didn't hear me, but she was moving in the right direction.

"They might have known that from the start. We sold robots for Earth-use then – before my time it was, even. Of course, that was when robots could not talk. Afterward, they became more human and opposition began. The labor unions, of course, naturally opposed robot competition for human jobs, and various segments of religious opinion had their superstitious objections. It was all quite ridiculous and quite useless. And yet there it was."

"Take the case of Robbie," she said. "I never knew him. He was dismantled the year before I joined the company – hopelessly out-of-date. But I saw the little girl in the museum –"

She stopped, but I didn't say anything. I saw her mind travel back. She had lots of time to cover.

"I heard about it later, and when they called us demon-creators, I always thought of him. Robbie was a non-vocal robot.

He couldn't speak. He was made and sold in 1996. Those were the days before extreme specialization, so he was sold as a nursemaid –"

"As a what?"

"As a nursemaid –"

b) Read the story again. Are these sentences true or false?

A. Doctor Calvin was born long before the U. S. Robot and Mechanical Men, Inc was founded.
B. When Susan was twenty she went to the seminar where the first mobile vocal robot was shown.
C. The first robot was very small and good-looking.
D. Susan was so impressed that she couldn't stop talking about the seminar.
E. She was enthusiastic about constructing a human-like robot, so she studied a lot and tried to create positronic brain for the robot.
F. She was the first person to become a psychologist for robots.
G. Many people called her a robot because she worked like a robot without breaks and holidays.
H. When she started her career they didn't have a lot of money or good working conditions.
I. Susan Calvin believes that robots are only clever machines.
J. A lot of different organizations protested against the production of human-like robots.

3. Discuss with your partner.

- Would you like to create robots like Doctor Calvin? Why? Why not?
- Do you agree that robots are only "Electricity, metal and positrons" or they can help people to become better?
- Is creating a human-like robot dangerous? Why?
- What are the pros and cons of owning a human-like robot?
- What jobs can we give robot to do?
- Would you like to have your own robot? Why? Why not?

Project A WEB PAGE MODEL

1. **Work in groups. You have to prepare a model web page about your region.**

   - Write about places, customs and people you can be proud of.
   - Include pictures, cut-outs from newspapers or magazines.

2. **Get ready to present your model to your class.**

3. **Listen, look and choose the best model.**

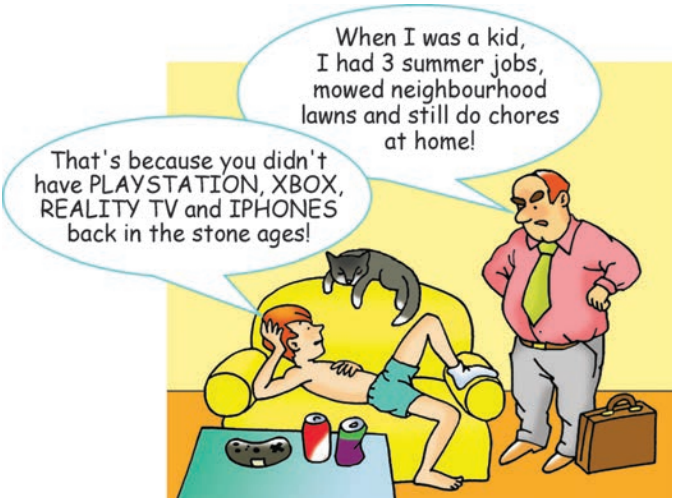
UNIT 7

GET GOING

LESSON 1: A DOWNRIGHT SPEECH

Communicative area: discussing, admitting, giving opinion
Active vocabulary: hang about, adolescent, irresponsible, linkers (however, nevertheless, although, yet, moreover, etc.)

1. a) Look at the cartoon below. Do you find it funny and true to life?



b) Discuss the questions below in pairs.

- What is a generation gap? How is it illustrated in the cartoon?
- How is the father portrayed in the cartoon?
- How does it describe a teenager's personality?
- Do you agree that modern teenagers can be described like this?

2. a) You are going to hear a speech by Neilia Pierre, an American High School student. Look at the glossary and decide what her speech is about.

1. **bib** *n* – a piece of cloth or plastic worn, esp. by babies, to protect their clothes while eating. 2. **adolescent** *adj* – being of the age 13 through 19. 3. **curfew** *n* – an order that after a specific time at night being outside on the streets is prohibited. 4. **hang about**, **around** *vb* (*intr*) – to waste time doing nothing. 5. **reluctant** *adj* – not eager; unwilling to do sth 6. **ridiculous** *adj* – absurd, laughable 7. **irresponsible** *adj* – not showing care for the consequences of one's actions or attitudes; not capable of bearing responsibility.

b) Listen to the speech and follow in the book. What was the topic for Neilia's speech?

The principal, the vice principal, teachers and students, I bid you a pleasant good morning. I say to you that in spite of being a teenager, myself, I must agree with the statement "Teenagers are downright careless, lazy and irresponsible". Teenagers need to be spoon-fed, they need someone to pick up after them, and they need bibs when they eat. This is ridiculous! What they really need is to realise that they are no longer babies.

Firstly, I say that teenagers are careless because they do not think before they act. They need to learn that to every action there is a reaction. We teenagers are forever engaging in activities we know that are wrong. We are careless when it comes to the placement of things. Misplacing our homework, clothes, shoes, and books has become a hobby. We are careless when it comes to choosing our friends. We choose the peers who cause our downfall and not our success. Alcohol, drugs, sex – can we be any more careless than that? Adolescents believe that they are too old to do the things children do, however, not old enough to do the things adults do, so they do things nobody will do, which are most times careless things.



Secondly, I find that teenagers are way too lazy. What happened to the days when the whole family worked together at the weekend to do household chores? Nowadays teenagers do not even want to get off the couch to change the television channel. Clothes are always on the floor, wet towels are always on the bed, and their closet is a bin for everything they have ever owned. Cell phone dialing is the most exercise they do. They are against physical education and want it to be banned, they are even reluctant to walk, they refuse to do their homework and they fall asleep in class. Teenagers are the type of people who let things happen instead of making things happen.

Thirdly, teenagers are not only careless and lazy, but they are irresponsible too. We are aware that our curfew is at ten o'clock, yet we are out at midnight. Moreover, teenagers are irresponsible when it comes to their education. They skip class, they do not complete their homework and they waste time during important lessons. They are irresponsible when it comes to their own health. Teens need more direction; they make stupid decisions when it comes to sexual activity, drugs and other health choices. Although adolescents are often told off for oversleeping and sleeping in class, they believe they may squeeze in 6 or 7 hours of sleep a night. These are clearly irresponsible actions.

Finally, Dr. Martin Luther King had a dream. I also have a dream that one day teenagers will be responsible, caring and hardworking individuals. I have the hope that one day my dream will come true.

c) Work in pairs. Find all the examples of teenage behaviour from the speech. Discuss if they are true for you or any of your friends. Do you agree with Nelia in general?

3. a) Look at the way Nelia organized her speech. What means to make her speech logical and reader-friendly did she use?

b) Find linkers in her speech. What's their function?

c) **Look at the table below. It features the most popular sentence and text linkers. Add more linkers from the text.**

addition	what is more, in fact	(find 3 more linkers)
contrast	whereas, while, instead, on the other hand, though	(find 5 more linkers)
enumeration	to begin with, next	(find 4 more linkers)
result	as a result, thus, for this reason, therefore	(find 1 more linker)

4. **Choose the appropriate linker in each case.**

1. I can't go to the cinema. I'm busy. *Besides* / *However*, I don't have any money. 2. Our situation was difficult, *so* / *moreover* we asked for help. 3. I'll offer it to Tom. *However* / *for* this reason, he may not want it. 4. Mike is not hard-working; *nevertheless* / *while*, he has managed to become a millionaire. 5. The films is boring; *besides* / *yet* people go to cinema to watch it. 6. The sun had set, *yet* / *and* it was still light outside. 7. We stayed up late, *nevertheless* / *although* we were tired. 8. The work was new to me. *Also* / *Nevertheless*, it did not seem difficult. 9. She is well-educated. *Besides* / *However*, she has very good manners.

5. **a)** **Look through the statistics in the chart. Are the figures surprising?**

US teens activity matrix – how teens spend their spare time

By ZDNet Research | March 26, 2012, 2:10pm PST

What US teens do

Activity	12–17	Males	Females	12–14	15–17
Reading a book	55%	44%	67%	57%	54%

Watching rented videos	58	57	60	56	61
Going to movies	50	51	50	49	52
Exercising	64	64	65	59	49
Going to the mall	53	42	63	49	57
Downloading music	30	31	29	23	38
Playing video games	56	75	36	62	50
Going to museums, galleries	27	22	32	29	25
Playing sports	73	72	69	85	56

b) Join the sentences together using the given linkers.

1. They say adolescents are lazy. The most popular spare time activity among American teenagers is playing sports. (*however*)
2. Watching videos is one of the most popular activities in USA. 67 % of teenage girls prefer reading books to watching a movie. (*nevertheless*)
3. The most popular spare time activity among American teenagers is playing sports. The majority of teenage boys prefer playing video games. (*although*)
4. Playing sports is extremely popular among 12 to 14 year-olds. Far fewer adolescents in their late teens choose sports over more passive activities. (*yet*)
5. According to the statistics exercising and playing sports is one of the most popular spare time activities. Studies show that between 15 and 30 percent of adolescents in America are now overweight. (*however*)

c) Use the statistics chart and your own ideas to write more sentences that analyse the given information. Each of your statements has to include a linker.

LESSON 2: TEEN TALK POLL

Communicative area: taking part in a survey, reporting

1. Discuss in pairs whether the following statements are true for you and teenagers in your country.

1. You would prefer to use your free time constructively rather than hang about. 2. There are enough extracurricular activities in your school and area. 3. You spend too much time hanging out at home or with friends. 4. You would enjoy doing sports in your spare time. 5. You'd like to become a volunteer. 6. You have or would like to have a part-time job.

2. a) You are going to listen to the BBC news report. What is the piece of news?

b) Are the statements in ex. 1 true or false for British teenagers? Listen again and check.

3. Fill in the questionnaire your teacher has given you.

Survey of the Leisure Time Activities of High School Students

For purposes of this survey, 'leisure' or 'free time' means any time you spend outside of school, excluding paid jobs and your normal sleep time.

1. In what leisure time activities do you currently participate?

school sports, play video games, school clubs, watch television, church youth group, Boy Scouts, listen to music, martial arts classes, Girl Scouts, play soccer, after-school tutoring, summer camp, play basketball, skateboarding, play tennis, roller skating, play golf, hanging out with friends, youth choir, music classes, talking on the phone, dance classes, play football, vacation travel with family, go shopping, work on a hobby, go swimming, bowling, computer games or the Internet, go fishing, reading.

2. What other leisure time activities, if available and affordable, would you like to participate in?

exercise, health, and nutrition classes, hiking/backpacking/outdoors, canoeing, kayaking, rafting, music lessons, martial arts classes, dating and relationship classes, Spanish classes, environmental classes, English classes, community choir/chorus, coping with problem relationships, swimming lessons, drama club or group, handling peer pressure, cycling club, arts and crafts classes, coping with teen depression, tutoring, drug awareness, community service/volunteer work, career planning, anger management

3. Which of the following, if any, keeps you from participating in any of the activities listed above?

I can't get there/ need transportation. I can't afford the fees/cost too much. Parents won't allow me to participate. I have chores/responsibilities at home that I have to do before I can do anything else.

4. What other types of programmes or services should be offered for high school students?

5. Whenever you have a problem or concern, to whom do you most often turn for help?

Choose only one

Parents, friends, siblings, teacher/counsellor, Church, youth worker, other

4. a) **Work in two groups. Put your questionnaires together and analyse the information you've got.**

b) **Write 4-5 statements for the statistics report on the topic "Leisure time activities of high school student in Belarus." Use the linkers to join the ideas together.**

c) **Organize your report by writing the introductory statement and the final statement.**

5. a) **Read out your reports. While listening to the other group's report take notes on the differences you notice.**

b) **Discuss the differences as a class.**

LESSON 3: GET RID OF BOREDOM

Communicative area: discussing, expanding an idea
Active vocabulary: excuse (n.)
Active grammar: verbs + prepositions

1. **Work in pairs. Make a list of reasons that teens use to explain why they hang about at home instead of having fun.**

2. a) **Look through the article below. What excuse does it deal with?**

1. **Spend time making a wish list.**
2. **Count the stars.**
3. **Have long, relaxed conversations.**
4. **Offer to help people with stuff.**
5. **Play with kids.**
6. **Learn a game for the park.**
7. **Take photographs.**
8. **Check out the free events in your area.**
9. **Host a comedy night at your house.**

One of the best things that seems to be coming out of the changes in the economy is that we are finding creative ways to entertain ourselves these days without spending a lot of money. Stop complaining about boredom and look at 9 fun ways that you could spend your free time while keeping it free.

A. ... Just going to the park is a really great way to spend your free time but you can enhance it even more by learning a game that you can play yourself. Think of picking up juggling or hackey sack or just grab a tennis ball and start playing catch with yourself. You should be able to find something lying around your house that you can take to the park and play with.

B. … As long as you already have a digital camera or borrowed one from your friend and you don't feel the compulsive need to print out your pictures, you don't have to spend any money to enjoy this art. Head out anywhere with your camera and chal-

lenge yourself to have a great time staring at the views around through the lens of your device.

C. ... There are always free things happening even in the smallest of cities. Check your local newspapers and blogs for announcements about free art openings, free outdoor movie screenings, free lectures at schools and libraries, free book readings. If you open your mind to trying to find events in the area that are free, you'll find that there's a lot to do and a lot to learn.

D. ... Gather together the bravest group of friends that you've got and invite them over to come perform stand-up comedy for each other at your place. Make it a pot luck so you don't have to pay for all of the snacks. If you're not the comedy kind, you can qualify for karaoke or some other form of performance art with your friends and family members. It will easily result in fun time if you've got laidback friends who can laugh at themselves.

E. ... One of the best things that you can do to have fun with yourself is to daydream. Sit down and spend some time dreaming of all of the things that you could wish for. Make a list of goals – places to travel someday, areas you are determined to succeed in, things that matter to you. You may find that this inspires you to do more with your life.

F. ... Search for a place where you can see the stars and settle in for a few hours. Look up and see if you can count all of the stars in the sky. Do this with someone else and you'll find yourself remembering old times, talking about big ideas or simply gazing at the expanse of the sky. See if you can start identifying constellations or picking out planets. Be wowed by the world that surrounds you.

G. ... So much of the conversing that we do these days is in the form of short exchanges of information no one responds to. We waste time and energy arguing with strangers, commenting on meaningless events and listening to complaints from people we don't even like. Take the time to really engage in long conversations about relaxed topics with the people who you enjoy

speaking with. Get together for a cup of coffee in your living room and talk about your favourite memories, your biggest dreams, your silliest stories.

H. ... Do you complain about your friends and family members asking you to help them with housework, moving into a new place or hosting a yard sale? If so, you might think about changing your attitude. If you focus on the good stuff – the fact that a yard sale allows you to have great conversations with your neighbours, for example – then you will find that you actually enjoy donating your free time to assisting others with their tasks. Building the community around you is a great way to improve your use of your free time.

I. ... If you don't have kids, then volunteer to babysit the kids of someone you know. They'll teach you how to play all sorts of games that don't cost you any cash. In fact, you might have noticed that a lot of the things on this list are things that you used to do as a kid. There's a reason for that – kids will remind you of the fun you used to have as a child without spending any money.

b) Read the article and match the introductory statements to the paragraphs.

c) Discuss the questions below in pairs.

- Do you ever feel bored? What do you do to get rid of boredom?
- Which idea in the article do you find exciting or enjoyable? Which one is not new? Which activity wouldn't entertain you at all?
- Which one would you recommend to your partner? Why?

3. a) Test your prepositions knowledge. Fill in the gaps in the statements below with prepositions.

1. Tech-smart teenagers tend to suffer … headaches. 2. Normally, teens count ... selling, movie theatres and fast food for part-time work. 3. When parents and teens cannot agree ... a

curfew, the way out is to use the community curfew. 4. About 80% of a teenagers' diet should consist ... milk eggs and meat. 5. Message research shows that teens care more ... what their peers think of them, at present, than a possibility of getting some horrible illness from smoking in the future. 6. Brief, voluntary conversations with a health educator led ... up to a 20 percent decrease in alcohol use for teenagers for at least a year. 7. Most teens hate when blatantly skinny girls insist ... saying "I'm fat". 8. Teenagers, by nature, are driven to separate themselves ... their parents and become individual, autonomous beings.

b) The statements above are taken from news reports. Which of the statements above is not true?

4. a) What prepositions are the verbs below followed by?

***E.g.:** look at sth*

Complain, think, play, belong, borrow, stare, pay, check, qualify, result, laugh, dream, wish, succeed, matter, search, talk, gaze, pick, respond, argue, comment, sympathize, engage, speak, complain, focus, assist, remind.

b) Check the prepositions in the article.

c) Find 3 more verbs followed by prepositions in the tasks of this lesson.

d) Read the information in the Grammar Reference section on pages 328–336. What groups can you divide verbs that are followed by prepositions into?

5. Look at the rest of the introductory statements from the article. Continue the article expanding one of the ideas below.

Resume an old sport or hobby that you gave up. Make up stories. People watch. Have a collage night. Build a sandcastle or a snowman. Have a picnic in your living room.

LESSON 4: THE GLOBAL LEISURE ACTIVITY

Communicative area: giving definitions, inferring meaning from context
Active vocabulary: agritourism, ecotourism, voluntarism, spa, trekking, suffix *-ism*

1. **Work in pairs. Describe the pictures below. What do they have in common?**



2. **a) Read the etymology of the word *tourism* and answer the questions below.**

Theobald (1994) suggested that "etymologically, the word *tour* is derived from the Latin, 'tornare' and the Greek, 'tornos', meaning 'a lathe or circle; the movement around a central point or axis'. The suffix –*ism* is defined as 'an action or process; typical behaviour or quality'. When the word *tour* and the suffixes –*ism* are combined, they suggest the action of move-

ment around a circle. One can argue that a circle represents a starting point, which ultimately returns back to its beginning. Therefore, like a circle, a tour represents a journey in that it is a round-trip, i.e., the act of leaving and then returning to the original starting point."

b) Can you guess the etymology of the following words?

adventurism, terrorism, abstractionism, vegetarianism

c) Name more words with the suffix -ism.

3. a) Listen to an expert talking about tourism. What type of tourism hasn't been mentioned?

adventure tourism	disaster tourism	nautical tourism
agritourism	eco tourism	pop-culture tourism
armchair tourism	educational tourism	space tourism
backpacking	ethno tourism	voluntourism
cultural tourism	faith tourism	war tourism
culinary tourism	health tourism	wildlife tourism
dark tourism		

b) Read and match the definitions with the types of tourism above.

A. As part of the green movement, **A** is defined as a responsible, low-impact travel to fragile, untouched and protected areas. This type of domestic and international tourism involves volunteer work and the promotion of recycling, energy efficiency, water conservation and implementation of economic opportunities.

B. For the more doom-and-gloom type of tourist, this kind of tourism – also called grief tourism – involves visiting sites associated with suffering and death, for example: concentration camps. These also include castles and battlefields, natural and manmade disaster areas, prisons, and dungeons.

C. This kind of tourism usually involves hiking and camping overnight in the backcountry with not much more than a backpack carrying supplies and equipment. In a professional sense, it's used by soldiers, professional guides, photographers, scientific and academic researchers, rescue personnel. It is also used to describe low-cost, independent international travel that include factors such as using public transportation, staying in hostels instead of hotels, and – surprise! – using a backpack for portability.

D. As different kinds of tourism go, **D** – also called extreme tourism – is probably one of the most challenging. Travellers head for remote, exotic and possibly hostile areas to explore cultures or activities outside of their comfort zones. It can also include extreme activities such as mountaineering, bungee jumping, rafting, rock climbing and trekking. You'd have to be a daring type of tourist to choose some of these options!

E. **E** is a term the media uses to describe the idea of recreational travel to war zones for purposes of sightseeing and thrill seeking in dangerous and forbidden places.

F. Even though **F** existed long before, it gained importance during eighteenth century. This tourism is associated with spas, places with health-giving mineral waters, treating diseases from liver disorders to bronchitis.

G. Adventure tourism is related to **G**, which involves visiting areas that have been affected by floods, hurricanes, volcanoes and more. It is the act of travelling to a disaster area as a matter of curiosity. In recent years, **G** attractions have ranged from sightseeing the ruins of New Orleans after Hurricane Katrina to visiting crime sites like that of the Soham murders in Cambridge, UK.

H. As a type of both foreign and domestic tourism, it involves activities that bring visitors to a farm or ranch. **H** has different definitions in different parts of the world, and sometimes refers specifically to farm stays, as in Italy. Elsewhere, it includes a wide variety of activities, including buying produce direct from a farm stand, navigating a corn maze, picking fruit, feeding animals, or staying at a B&B on a farm. It's one

of the growing forms of tourism in areas including Australia, Canada, the U.S. and the Philippines.

I. Another of our different types of tourism combines sailing and boating with vacationing and travel. Many of these types of tourists live on their boats and take port in different areas to explore. In fact, it's become such a popular kind of tourism that marinas have been built specifically for nautical tourists in Europe, South America and Australia.

J. **J**, or heritage tourism, involves immersion in a society's lifestyle, its people's history, its art and architecture, its religion, and any other elements that have shaped it and its people. It can also include participation in a country's rituals or festivals.

K. This type of tourism refers to visiting a foreign location for the sake of observing the country's native people for the sake of non-scientific gain. Some extreme forms of this include attempting to make first contact with tribes that are protected from outside. The most popular locations are remote areas of the Amazon, Thailand, and Indonesia.

L. In its simplest definition, **L** is the observation of wild animals in their natural habitats. It's especially popular in countries with large areas of undeveloped land, such as Africa, South America, Australia, India, Canada, Indonesia, Bangladesh and more.

M. **M** is, in fact, travel in space! Obviously, most of this is done for business purposes because the average person can't afford a quick getaway to outer space ... though it can be done! The Russian Space Agency is the only one that offers it, but reportedly it comes in at a whopping $20-35 million per flight.

N. In **N**, the main focus of the tour or leisure activity includes visiting another country to learn about the culture, such as in Student Exchange Programmes and Study Tours, or to work and apply skills learned inside the classroom in a different environment.

O. This kind of tourism is pretty much exactly what it sounds like – going to visit locations featured in books, film, music, TV and other forms of entertainment. And it appeals to many different types of tourists – who's not interested in Elvis or Superman or the Beatles or Seinfeld or something?

P. This type of tourism encompasses travellers who visit independently or in groups holy cities or holy sites for missionary, pilgrimage or leisure. The largest mass pilgrimage takes place annually in Mecca, Saudi Arabia. Often, tourists list a deeper understanding and appreciation of their religion, a feeling of security in their beliefs, and personal connection as the main purposes of the travel.

Q. **Q** is experiencing the food of the country, region or area, and is now considered a vital component of the tourism experience. Dining out is common among tourists and "food is believed to rank alongside climate, accommodation, and scenery" in importance to tourists. It is also defined as the pursuit of unique and memorable eating and drinking experiences.

R. This growing form of tourism features travel for charitable or volunteer purposes – this is one of the more popular types of domestic tourism, but can also reach internationally. Trips can range from wildlife cleanup to medical aid in a foreign country, and more.

4. Look through the definitions again and find the words (in ex. 3b) that mean:

A not having a large effect or influence **B** with deeply pessimistic outlook or feeling **C** the quality of being light enough to be carried **D** journey on foot, especially through mountainous areas **F** a health resort near a spring or at the seaside **I** a fancy dock for small yachts and cabin cruisers **M** Informal uncommonly large **P** a journey to a sacred place **Q** a search for an alternative

5. a) Read the information again and answer the questions below.

Which type(s) of tourism

1) are the most expensive? 2) don't involve big travel expenses? 3) put the traveller's life at risk? 4) involve reconnecting with nature? 5) have recently become or are becoming more popular? 6) involve travelling to a remote area? 7) could involve taking part in some kinds of rituals? 8) relate to personal development: intellectual or spiritual? 9) involve visiting the

sites that have become famous after certain events? 10) don't necessarily include travelling abroad?

b) Discuss the questions below in pairs.

Which type(s) of tourism

1) isn't suitable for a family with young children? 2) would orderly people enjoy? 3) have you or your family enjoyed? 4) would you like to experience? 5) wouldn't spark your interest? 6) you and your partner would agree on trying together?

6. Write a definition for:

armchair tourism, coastal tourism, winter tourism, hobby tourism, shopping tourism, sports tourism.

LESSON 5: GUIDING A TOUR

Communicative area: summarizing, giving opinion
Active vocabulary: off-road
Receptive grammar: complex gerund constructions

1. a) Work in pairs. Try to name as many jobs in tourism as you can. Use a dictionary. Compare your list with the list of your partner.

b) Would you like to have a job in tourism? Why?

c) What is your idea of a "good job"?

2. a) The people in the pictures below work as tour guides. Discuss the questions in pairs.






- What does a job of a tour guide involve?
- What are the main responsibilities of a tour guide?
- What is the most difficult part of the job?

b) Look at the pictures again. Where do you think these tour guides work? What kind of tours do they offer? What are the other places tour guides can work at?

3. a) Listen to the introduction to the interview with one of the tour guides in the pictures. Check your ideas for ex.1 and answer the following questions. Which tour guide is being interviewed? Were you right about his/her job?

b) What do the words below have to do with the tour guide's job?

Off-road, scouting the rout, degree in business, wilderness medicine, one-way flight, handlebars straightened, anecdotes.

c) Listen to the interview again and take notes to summarize Andrew's answers to the following questions.

1. Where do you work? 2. What does your job involve? 3. Why did you choose this job? 4. Did you have the appropriate education? 5. Why did you have to travel so far? 6. What is the best and the worst part in your job?

4. a) Put the statements from the interview together.

1. I hadn't much hope of this plan working,	without another person getting in your way.
2. Instead of his son finishing school with a degree in business like my father had originally planned,	he had to watch me doing a hundred off-road driver training days with Land Rover.
3. Nowhere else can you travel the distances you can in Australia	of her son finding a way to make a living as a writer.
4. Besides that, I've heard	of the whole country being crazy for adventure driving.

5. Adventure travel is all	I've created and collected.
6. Anyway, after my coming back it'll take some time to make something of the stories	but I just couldn't see myself sitting in a cubicle and writing Excel formulas eight hours a day.
7. My mom has been dreaming	about your staying positive when things go wrong.

b) Study the information about Gerundial Constructions on pages 330–332. Then find these constructions in the sentences above.

c) What is the role of the gerundial construction in each of the sentences above?

5. Discuss the questions below in pairs.

1. Have you ever seen a tour guide at work? Share your experience. 2. Do you find the job of a tour guide exciting? 3. What are the advantages and disadvantages of this job? 4. What skills do you need to be a professional at this job? Do you have these skills? 5. Would you like to try working as a tour guide part-time? Why/why not?

LESSON 6: TRIPADVISER.COM

Communicative area: reading a forum, giving recommendations
Active vocabulary: visa, apply, health insurance, input, *re-*

1. Work in pairs. Look at the picture below. Do you agree with the reasons? What would you change or add to the banner?



2. **Work in pairs. You are planning to visit a foreign country you've never been to. What kind of information will you need before leaving? Make a list of questions to ask your travel agent.**

3. **a) Read a forum page from www.tripadvisor.com. What kind of website is it? How is the language of forums different from standard English?**

Mathew03

I'll be in Minsk for 2 days, I've reserved a room in a Planeta hotel. I want feedback about the hotel and how central it is. I'd also appreciate a piece of advice about the main sights there. Any additional travel tips are much welcome. Thanks.

CIayB

My football club has just been drawn against BATE Barysau with the likely date going to be 19th or 20th of July. Can anyone advise the best way to get a visa? Is it possible to get one in Dublin or is it done by post to London? I will be unable to send my passport away until after July 8th. I am not likely to be flying into Minsk as the flights are expensive but will be trying to get a train from somewhere else.

Fotunat Re: ClayB

Try Ryanair. They do dirt cheap flights to Vilnius or Kaunas which is just 100/150 miles from Minsk. The bus from Vilnius to Minsk costs 10 euro and takes only 4hrs/due to an hour spent at the border. So if you get a visa it is not that hard to get here.

RitaM

Hey I have a question about travel to Belarus. Mostly a mix of the questions here. Planning to go there in February. Aside from being cold are things much the same in winter? Do trains and buses run as often?

Due to the cost of flight and visa through the airport I have decided to arrive in Vilnius and proceed to Minsk by train. Then spend a few nights in Minsk or Brest.

I am an Australian living in London now. I only have an Australian passport with a permit to stay in the UK for 5 years.

For a visa do I still need letter from the Hotel? How do you get these? Can anyone recommend a hotel and what I should pay?

Is it possible to book the train from Vilnius to Minsk in advance? Is this something that I should do?

Anyway that's enough questions. Any help, discussion or pointers would be great! Thanks.

Destination Expert Re: RitaM.

That's a nice undertaking, mate)) Plenty of Aussies seem to be travelling to Belarus from London. Those whom I served as tourists applied in London, got their visas in advance and stayed in a hostel of the Education Ministry.

Transportation here is not disrupted by heavy snowfalls, unlike in some western countries. Weather is sometimes severe, but given the enormous heat this summer I cannot say anything definite for winter.

Should you have any particular questions on sights and all – feel free to PM. Cheers, Andrei

Cora_v

Hi :) Does anyone have any idea what those cottages offered for rent near Mir castle really are? http://www.mirzamok.by/ Any comfort or mainly basic "green tourism" facilities?

Thanks for any input!

Felix300 Re: Cora v

They have a web-site, it is a plus. But not the whole of it seems to be working. Perhaps you can give it a try for a night.

Cora_v Re: Felix300

At the end of the day I gave up staying in Mir. The owners of the cottage on the web-site I mentioned above never picked up the phone. Much to my fortune, because the area can easily be explored from Minsk.:)

ScotlandESmit...

Hello, I am planning to visit Belarus next year at some point between June and September but I'm not yet that sure of times so I was wondering if you could notify me of any events, festi-

vals etc, which would take place during this time. I would be visiting: Minsk, Brest and possibly somewhere in the East.

Thank you very much! Juan

Bruno1982

Hi, I am visiting Belarus this summer for 4/5 days. I wanted to spend half of the time exploring Minsk which leaves me with enough time to visit one other region of the country. Where would people recommend as the 'must-see site' in Belarus? I'm entering and leaving the country from Lithuania, so this might be a factor…

Also, can anyone recommend the best form of transport to take? Car hire seems a little expensive, so I'd like to know how most people travel around the country.

Felix300 Re:Bruno 1982.

I believe Brest with the Fortress is a nice thing to explore and an easy place to get to on your way back. Grodna is a nice place, too, boasting of a number of undamaged old buildings.

archiron12 Re:Bruno 1982.

I would recommend spending a day or two in Grodna, especially since it's close to the Lithuanian border. You can travel by train or bus within the country. There are minivans running between Minsk and Grodna every hour or so. The ride is about 4.5 hours. Have fun travelling.

Pennyblack

Hi, I've just came back from 5 nights in Minsk so here's some info.

You DO need a visa. You can get it either from a Belarus embassy in your home country or at Minsk 2 airport.

You MUST have an invitation letter and a voucher from a travel agent in Belarus. You get this when you book your apartment or hotel with them.

As for the health insurance being a UK citizen you don't need to purchase this at the airport like some other nationals.

Place to stay. You can either rent a hotel room or an apartment. If you want any advice about this then email or pm me and I can tell you where I stayed and places in good locations.

Locals are friendly, I got no one hassling me at all and the ones I asked for directions or info were always polite, smiley and nice.

Food in Minsk is not great in my opinion but relatively cheap.

Minsk has beautiful buildings and the streets are spotless. I wandered around in the early hours of the morning and never once felt unsafe or nervous.

<u>Marino2000 Re: Pennyblack</u>

I am planning to go to Minsk at the end of the month. I would thank you if you could give me as much info as possible regarding accommodation, visa and of course entertainment!

Do you know any good hotels to stay?

What's the best and cheapest way to get a visa (I am British)?

<u>sythetraveler Re: Pennyblack</u>

We're planning to drive to Minsk in late April from West Germany. Can you recommend places (hotels or apartments) to stay? Any restaurants you liked? Thanks.

b) Answer the questions below.

1. What is the purpose of ClayB's visit to Belarus? 2. Why didn't Cora v stay in a cottage near Mir castle? 3. What seems to be the cheapest way to get to Belarus from Britain? 4. What countries are the forum visitors from? 5. What are the general impressions of those who already came back from their trips?

c) Which of the following definitions describe the words taken from the forum above?

Visa – a) a credit card issued by Visa inc. b) a document issued by a country's government allowing the holder to enter that country c) a French independent record label

Aussie – a) a common financial name of the Australian dollar b) slang for a person with autism c) a slang term for (an) Australian

PM – a) project manager b) personal message c) prime minister

Insurance – a) protection against financial failure b) a score that increases a team's lead enough to prevent the opposing team from tying the game with one more score c) the act, system, or business of providing financial protection for property, life, health, etc., against specified possibilities, such as death, loss, or damage

Re-: – a) In reference to; in the case of; concerning (Latin) b) renewable energy c) alternate spelling for an ancient Egyptian god Ra

apply – a) to refer (a word, epithet, etc.) to a person or thing b) to request or seek assistance, admission, etc c) to put to practical use

input – a) a statement that expresses a personal opinion or belief or adds information b) energy, work, or power used to drive a machine c) a statement or remark that calls attention to something or someone

to *hassle* – a) to argue or fight b) to provoke by constant criticism c) to trouble or bother

d) Discuss the questions below in pairs.

How many questions are asked? How many of them are answered? What questions got more than one reply? What are the most common questions? Do you have any of these questions on your list?

4. a) Could you answer any of the questions in the forum? Would you make a good destination expert on Belarus?

b) Work in small groups. Answer the questions in the forum and the questions on your list about Belarus.

Note: *Be creative. Recommend the sources the tourists can apply for information to if you don't know the answer. Use your personal experience to give recommendations. Don't sound too formal.*

LESSON 7: GET YOURSELF AN AGENT

Active vocabulary: travel agent
Communicative area: at the travel agency

1. **Look at the cartoons below. In pairs discuss what happened to tourists and how they have got themselves into trouble. What should they have done in order to be prepared for their trips?**



'But apart from that I had a fantastic time – and the Eiffel Tower was amazing!'



In retrospect, we should never have booked this Titanic-themed cruise.



'We should have read the fine print more carefully before purchasing there really cheap airfares!'

2. a) **Listen to Marylin Wexler and David Sierge talking about their jobs as travel agents. How different is their work? Is their attitude to work similar or different?**

b) Work in pairs. Did Marylin or David mention the following? According to the interviews what do these words have to do with the job of a travel agent?

Fare, concierge, complainers, Internet, Oprah show, F.B.I. agent, language lessons, international community, family reunion, chlorophobia.

c) Listen again and check.

3. Complete the summaries of the interviews below.

Marylin Wexler has been a travel agent for (1) ... years. Her work used to be very different because today people can do part of the travel agent's job themselves using the (2) ... . Today she gets more challenging tasks, like a 13 family members' (3) ... or an Arctic Circle trip. Most of work comes from twenty regular clients, who are (4) ... on travelling and trust Marylin's opinion. She loves the (5) ... she works for and professional colleagues are her best source of information.

Marylin considers her (6) ... to be the best part of her job, though some can be rather unpredictable. Most of them (7) ... Marylin's work and even send her souvenirs.

David Sierge's job is arranging (8) ... trips. He agrees that his job is one of the (9) ... in the world and the reasons for it are the following. He doesn't bring (10) ... home from work, because there's actually nothing to be stressed about. His job is to help people make their lives better by bringing their (11) ... to life and that makes David feel excited. Even the (12) ... do not trouble David. He's eager to help the ones that have real problems and doesn't bother with the unpleasant people (13) ... with their lives. One more plus of David's job is everyday (14) ... communication, which proves to him that the world is small.

4. Look at the phrases below. Are they used by travel agents or their clients?

Welcome to Happy Trails Travel Agency. Are you travelling alone? What is the purpose of your trip? What holidays do you have on offer? I need help planning my vacation. I have some brochures here that you might like to look at. Could you

tell me something about it? And how long does the tour last? Sure, what do you want to know? When is the man's departure date? How much money is in your budget for this trip? What tour would you recommend? Great! You've been very helpful. OK, let me just take down your details. That's my job! Take care!

5. a) You are going to role-play a conversation at the travel agency. Get your cards from the teacher. You have 3 minutes to prepare for the conversation.

b) Role-play the conversation in pairs.

LESSON 8: ALCHEMIST

Communicative area: inferring meaning from context

1. Listen to the excerpt from *The Alchemist*. Follow along in the book. Be ready to answer the questions.

1. Where does the action take place? How do you know?
2. What is the weather like in this country? Why do people always sleep during the day in summer?
3. Explain the meaning of the words: *We have to be prepared for change, he thought, and he was grateful for the jacket's weight and warmth.*
4. Where is the boy going? Why is he so excited?
5. What was the boy's purpose in life? What did his parents want him to be?
6. How did the boy's father try to keep him from travelling?
7. What was his father's secret desire?
8. What was the most important thing for the boy?

The alchemist

After Paulo Coelho

And now it was only four days before he would be back in that same village. He was excited, and at the same time uneasy:

maybe the girl had already forgotten him. Lots of shepherds passed through, selling their wool.



"It doesn't matter," he said to his sheep. "I know other girls in other places."

But in his heart he knew that it did matter. And he knew that shepherds, like seamen and like travelling seamen, always found a town where there was someone who could make them forget the joys of carefree wandering.

The day was dawning, and the shepherd urged his sheep in the direction of the sun. They never have to make any decisions, he thought. Maybe that's why they always stay close to me.

The only things that concerned the sheep were food and water. As long as the boy knew how to find the best pastures in Andalusia, they would be his friends. Yes, their days were all the same, with the seemingly endless hours between sunrise and dusk; and they had never read a book in their young lives, and didn't understand what the boy told them about the sights and other cities.

... he gathered his jacket closer to his body. He knew that a few hours from now, with the sun at its zenith, the heat would be so great that he would not be able to lead his flock across the fields. It was the time of day when all of Spain slept during the summer. The heat lasted until nightfall, and all that time he had to carry his jacket. But when he thought to complain about the burden of its weight, he remembered that, because he had the jacket, he had withstood the cold of the dawn.

We have to be prepared for change, he thought, and he was grateful for the jacket's weight and warmth.

The jacket had a purpose, and so did the boy. His purpose in life was to travel, and, after two years of walking the Andalusian terrain, he knew all the cities of the region. He was planning, on his visit, to explain to the girl how it was that a simple shepherd knew how to read. That he had attended a seminary until he was sixteen. His parents had wanted him to become a priest, and thereby a source of pride for a simple farm family.

They worked hard just to have food and water, like the sheep. He had studied Latin, Spanish, and theology. But ever since he had been a child, he had wanted to know the world, and this was much more important to him than knowing God and knowing about man's sins. One afternoon, on a visit to his family, he summoned up the courage to tell his father he didn't want to become a priest. That he wanted to travel.

***

"People from all over the world have passed through this village, son", said his father. "They come in search of new things, but when they leave they are basically the same people they were when they arrived. They climb the mountain to see the castle, and they wind up thinking that the past was better than what we have now. They have blond hair, or dark skin, but basically they're the same as people who live right here."

"But I'd like to see the castles in the towns where they live," the boy explained.

"Those people, when they see our land, say that they would like to be here forever," his father continued.

"Well, I'd like to see their land, and see how they live," said the son.

"The people who come here have a lot of money to spend, so they can afford to travel," his father said. "Amongst us, the only ones who travel are the shepherds."

"Well, then I'll be a shepherd!"

His father said no more. The next day, he gave his son a pouch that held three ancient Spanish gold coins.

"I found these one day in the fields. I wanted them to be a part of your inheritance. But use them to buy your flock. Take to the fields, and someday you'll learn that our countryside is the best, and our women the most beautiful."

And he gave the boy his blessing. The boy could see in his father's gaze a desire to be able, himself, to travel the world – a desire that was still alive, despite his father's having to bury it, over dozens of years, under the burden of struggling for water to drink, food to eat, and the same place to sleep every night of his life.

***

... The boy thought back to that conversation with his father, and felt happy; he had already seen many castles and met many women (but none was equal of the one who awaits him several days hence). He owned a jacket, a book that he could trade for another, and a flock of sheep. But, most important, he was able every day to live out his dream.

... Whenever he could, he sought of a new road to travel... The world was huge and inexhaustible... It's the possibility of having a dream come true that makes life interesting, he thought.

2. Read about the book and its author. Have you ever heard his name? Have you ever read his books?

Every few decades a book is published that changes the lives of its readers forever. Paulo Coelho's *The Alchemist* is such a book. With over 20 million copies sold worldwide, *The Alchemist* has already achieved the status of a modern classic.

This is the story of Santiago, an Andalusian boy who dreams of travelling the world in search of a treasure as extravagant as any ever found. From his home in Spain he journeys to the exotic markets of Tangiers and then into the Egyptian desert, where a fateful encounter with the alchemist awaits him.

The Alchemist is a transforming novel about the essential wisdom of listening to our hearts and following our dreams.

Paulo Coelho was born in Brazil and has become one of the most widely-read authors in the world today. His best-loved book, *The Alchemist*, has been translated into 42 languages. Paulo Coelho is a storyteller with the power to inspire nations and to change people's lives.

3. Discuss with a partner.

- Do you like travelling? Have you seen a lot of different places?
- Have you been to Spain? Would you like to go? Why?
- What is your purpose in life?
- Do you think it is more important to make your dream come true than to have food, drink and shelter?
- Would you like to read *The Alchemist*? Why? Why not?

LESSON 9: EVERGLADES

Communicative area: reading a brochure

1. **Work in pairs. Look at the illustrations in this lesson. What can you say about the place they describe?**

2. a) **What kind of information do you expect to find in a travel brochure for a National Park?**

   b) **Look through the brochure below and match the headings to the information blocks.**

History and culture | For Kids | Entrance fees

Directions to Everglades National Park

Things to do | For Students

Did You Know?

Operating hours and seasons

Welcome to Everglades National Park, the only one of its kind



1. Everglades National Park, the largest subtropical wilderness in the United States, boasts rare and endangered species.

The geography of Everglades National Park places it at the confluence of temperate North America and the tropical Caribbean. Consequently, the flora of the region hosts representatives of both climes.

Since its dedication in 1947, Everglades National Park has been touted as one of the great biological wonders of the world. Taking center stage is the diverse array of animals that call this place home.

Thriving amidst a verdant, expansive wetland, the wildlife of the Everglades encompasses the tiniest grass frog to the largest American crocodile.



2. Everglades National Park covers 1.5 million acres, so there are a number of options when visiting the park. Everglades City offers a visitor center and boat tours and rentals. Shark Valley has tram tours, bike tours, and great biking on your own. Homestead is the main entrance to the park with a 38 mile park road to Flamingo with many different hiking, canoeing, and biking options along the way.

3. A vast expanse of roughly 1.5 million acres, there seems no end to the adventures that can be found in Everglades National Park.

You may find yourself spending a morning photographing the birds, an afternoon spent hiking and seeing alligators take advantage of the warmth of sunny south Florida skies, or take a ranger guided tour or just spend an evening enjoying the warmth of your campfire.

With so many adventures to select from it could be difficult to decide on one adventure and a multi– day stay will be the goal.

4. Kids can have a great time exploring the Everglades with their families and friends. Take some time to look over some of the exhibits and films to be found at our different visitor centers. Participate in any one of our regularly scheduled ranger programmes. With a little work, kids can even become an Everglades National Park Junior Ranger!

5. If you are looking for information to help you prepare school projects and reports or even if you just want to explore the park before you visit, you can check our website at www.everglades.national–park.com

6. Water in south Florida once flowed freely from the Kissimmee River to Lake Okeechobee and Florida Bay. This shallow, slow–moving sheet of water covered almost 11,000 square miles, creating a mosaic of ponds, sawgrass marshes, and forested uplands. For thousands of years this intricate system evolved into a finely balanced ecosystem that formed the biological infrastructure for the southern half of the state. However, by the early 1900s, the drainage process to transform wetland to land ready to be developed was underway. The results would cause severe damage to the ecosystem and the species it supported.



With the support of many early conservationists, scientists, and other advocates, Everglades National Park was established in 1947 to conserve the natural landscape and prevent further degradation of its land, plants, and animals. On our website you can discover more about the Native Americans that existed and thrived; the Everglades' role in United States War efforts; the preservation and restoration work that continues today; and much more.



7. Though there are likely thousands of alligators in the Everglades, they remain protected because of their close resemblance to the far more endangered American crocodile.

A pair of endangered wood storks need about 440 pounds of fish during a breeding season to feed themselves and their young. Everglades National Park serves as an important nursery ground for raising their chicks.

Due to the global significance of Everglades National Park, it has been designated a Biosphere Reserve, a World Heritage Site, and a Wetland of International Importance.

8. The programmes available vary during our two seasons – "Wet Season" May – November and "Dry Season" December – April. The pleasant weather in our dry season brings with it an increase in our visitors and ranger led programmes. Some programmes are still available during our wet season. For updated information on programmes exploring the wonders of Everglades National Park through walks, talks, canoes, kayaks or bicycles, please contact the main park number directly at.

9. Private vehicle – $10.00 – good for 7 consecutive days at all entrances to the park.

Pedestrian/Cyclist – $5.00 – good for 7 consecutive days at all entrances to the park. Admits one individual when entering by foot, bicycle, or motorcycle. Individuals 16 years old and younger are admitted free of charge.

3. Work in groups. Discuss which part of the brochure the information below would go to.

– oldest national park of Europe.

– Western part of Belarus within Grodna and Brest provinces along the state border with Poland and partially on the territory of Poland.

– name comes from Belavezha Castle (“belo” – “white” and “vezha” – “tower” in Polish and Belarusian) situated in Poland.

– area of 85 000 hectares (from North to South – 65 km and from West to East for 10 to 30 km.

– protected area since the 15th century (was reserved exclusively for hunting for Polish kings (1410-1794) and Russian tsars (1794-1914).

– 900 species of plants, 55 species of mammals, more than 200 species of birds, 11 species of amphibia, 7 species of reptiles, the biggest animal in Europe – European bison called “zubr” in Belarussian.

– a museum (paintings with episodes of medieval hunting, stuffed animals from Pushcha, etc), restaurant with exotic dishes, special hedged areas and cages with bisons, elks, wild boars, volves, foxes, bears, etc.

– 1979, UNESCO World Heritage Site, Biosphere Reserve.

– Great Mamamuszi. 690 cm, height 34 m. One of the thickest oaks in the forest, beautiful column-like trunk.

– By bus (shuttle buses Brest – Kamenets – Kameniuky) Bus station inquiry: 114

– By car (from Brest – take Brest-Kameniuky Highway (P83) – 65 km).

– hotel, zoo, museum at the National Park Headquarters at Kameniuki.

– Dzed Maroz (operates all year round), residence created by Belarusian masters, gained great popularity.

– “Belavezhskaya Pushcha” restaurant.

4. a) Work in groups. Decide which information block each student is going to write.

b) Work individually. Write an information block for the brochure about Belavezhskaya Pushcha using the facts above.

c) Work in groups. Put your information together to make a brochure.

Project FULL COLOUR ILLUSTRATED BROCHURE

Work in small groups. Follow the steps below to produce a travel brochure.

1. Planning stage

• Look at sample brochures you or your class have collected. Identify those that have a style or format you might like to imitate or borrow.

• Decide on the sight in Belarus, you are going to produce a brochure for.

• Collect as much information about this sight as possible (its location, history, events schedule, working times, pictures and publication about it in English, etc. Reviews from visitors and amateur photographs may also be of use.)

• Put all the information you've found together. Distribute the work between your team members.

2. Formation stage

• Note down the main features of your sight that you want to highlight in the brochure.

• Create a list of topics to include in the brochure and write the information to be provided under each topic.

• Write headlines and subheads. Write the descriptive text. Make lists.

• Write short, concise sentences, being careful to use proper punctuation, spelling and grammar.

3. Design stage

• Select the photos for inclusion in the travel brochure. Your photos need to convey a story that complements the text you wrote. Also remember that people love to look at pictures of other people's faces so include as many face photos as possible.

• Lay out the travel brochure by placing the copy, photos and other graphics in a sensible, logical manner. Again, have your staff and a member of the organization whose brochure you're creating look it over again as a final proof.

4. Critical stage

Checklist for a Brochure about a Place

- Does the brochure give enough information that the reader knows where to find this place? (Map, directions)
- Does the brochure describe what is significant about this place (historical importance, tourist attractions, famous residents, significant industries, etc.)?
- Are there interesting pictures? (Pictures with people are usually more effective but pictures of well-known landmarks or beautiful scenery can work with or without people in the photos.)
- Are the pictures or clip art useful? Do they help to tell the story or do they just seem to be filling up space?
- Does the brochure make the reader want to visit this place?

UNIT 8
AT HOME AND ABROAD

LESSON 1: INTERNATIONAL TOURIST CALENDAR

Communicative area: discussing, describing an event
Active vocabulary: contemporary, archaic, medieval, brief, to host

1. a) Work in pairs. Name any international events that take place in Belarus.

b) Look at the table below. Do you know anything about the events in the first column? What kind of events are they? When and where do these events take place?

"Zhenitba Tereshki"	Belarusian Water Tourism Technique Cup
"The Protection Festival"	Unique folklore custom
"Charouny Kuferak"	International Classical Music Festival
"Listapad"	International Theatre Festival
"Belaya Vezha"	International Film Festival
"Neman Spring"	International Young Talents Festival
"The Land beneath the White Wings"	Medieval Culture Festival
"Rubon"	Regional Festival of the Children's Theatre Art
"Golden Bee"	Village Workers Fair-Festival
"Gedymin's Castle"	International Folk Art Festival

“The Beatles Forever!”	International Children’s Art Festival
“Friendship Wreath”	International Art Festival
“Berezina”	International Military-Historic Festival
“Dazhynki”	International Music Festival
“Slavyansky Bazaar”	International Knight’s Fest of the Medieval Culture and Traditions

c) Match the events in the chart with their descriptions in the second column.

2. Listen to a brief report about tourist events in Belarus and take notes to answer the questions below.

What types of tourism are mentioned? What events are mentioned? When and where do they take place? Is any information surprising for you?

3. a) Listen to a radio calendar featuring the most popular next year international events in Belarus. Complete the calendar with the following information: date, event, location.

January	**February**	**March**	**April**	**May**	**June**
Date Event Location					
July	**August**	**September**	**October**	**November**	**December**

b) Listen again. Then answer the questions below.

1. Which month is the busiest? 2. What international sports events are mentioned? 3. What traditional holiday is considered the most popular with the travel agencies? 4. What events

are dedicated to legendary personalities? 5. What events are headed by prominent people? 6. What kind of religious fests are in the calendar?

4. a) **Look at the words below. What do they all have in common?**

contemporary, medieval, archaic, ancient, modern

b) **Look at the sentences taken from the calendar. Fill in the gaps with the words above and answer the questions that follow.**

1. There is an ... tradition to celebrate the New Year according to the Old Style. 2. Pancake Week Celebration is an ... holiday of the pagan culture. 3. Enjoy ... music and spectacular tricks performed by the bikers from Belarus, Russia, Ukraine and many other countries. 4. International Knights Fest of the ... Culture and Traditions "Gedymin's Castle" is held in the ... castle of the XII century in Lida. 5. International Music Festival "The Beatles Forever!" creates warm and homely atmosphere for the real fans of "The Beatles" in Lagoisk, where ... performers sing the songs of the famous Liverpool four. 6. International Theatre Festival "Belaya Vezha" features the best of ... theatre.

a) Which words are synonyms? Which ones are antonyms? b) Which word relates to the Middle Ages? Which word means happening at the present time? c) How would you put these words on the timeline? d) What nouns collocate with each of the adjectives? Give your examples.

5. Work in small groups. Discuss the questions below and complete the tasks.

- Imagine you can visit 4 events from the calendar, each in a different season. You can only visit them as a group. First, think of your own preferences, and then discuss the choice with your group.
- Imagine 4 more international events that would attract foreign tourists to Belarus. Describe them in brief.

LESSON 2: BFW

Communicative area: writing an e-mail, describing an event
Active vocabulary: mass market, runway, terminology, accessory, prêt-a-porter, haute couture, commercial

1. Work in pairs. What do you know about Belarus Fashion Week?

• What kind of event is it? How often is it organised? Who is it organised for?

• What is the aim of this event? Why is it important for Belarus to organise international events?

• Have you ever visited or would you like to visit the show?

2. a) Look at the words and phrases below. Can you guess their meaning?

1. terminology, 2. fashion industry, 3. prêt-à-porter, 4. on the runway, 5. mass-market clothing, 6. commercial collection, 7. capsule collection, 8. accessories, 9. haute couture.

b) Listen to the definitions for ex. 2a and match them with the words.

3. a) Read an introductory article about the BFW-2011 show. Check your answers for ex. 1 and 2a.

October 19-23, 2011 Minsk will host the third edition of the International Fashion Week.

Belarus Fashion Week (BFW) is an international event aimed at popularization of prêt-à-porter designer clothes in Belarus. BWF draws public attention to the development of domestic fashion, as well as encouraging the development of the fashion industry as a whole (in such spheres as designer and mass-market clothing, photography, cinema, journalism and art in general).

Most participants of BFW are the local designers who create the shape of contemporary Belarusian fashion scene. Some of them are already successful and well-known; others are young designers with a great future ahead of them.

Thereby, the leading Belarusian designers will present their “Spring-Summer 2012” collections on the runway of BFW: BAITSIK, Yafremava & Haridovets, TARAKANAVA, Tanya Arzhanava, BRAVO-bel, ULIA LATUSHKINA, Natasha Tsuran and others.

To demonstrate the international character of fashion, foreign designers are invited to take part in the event, and probably, Belarusian fashion market may interest them as a promising one.

This season BFW welcomes special guests – designers from Russia, Ukraine, Poland, Lithuania, France and Portugal.

Belarus Fashion Week includes a number of associated projects and fashion events for the participants to enjoy, such as BFW Fashion Study Centre. The main purpose of this action is to provide an opportunity for professionals engaged in the fashion business, as well as to everyone interested in fashion, to exchange views and enrich their experience. We also strive for laying the foundations of basic knowledge, professional skills and terminology of social groups whose representatives have to interact with fashion due to their activities (designers, stylists, specialists in marketing and advertising, photographers, bloggers, critics, etc.).

Among other projects held within the frameworks of BFW, we should note “Fashion Weekend – SHOWROOM” – a sales-exhibition of designer clothes, accessories and footwear. For designers this project is a unique chance to present and sell their collections, as well as to communicate with their prospective customers and to get to know their suggestions and preferences.

Traditionally, Belarus Fashion Week will assign a special day for its charity project “Fashion for Kids”, organised by Crystal Nymph Centre of Fashion and Beauty together with an organization TOUCH OF LIFE.

One of the novelties of this season is a contest called New Names BFW held among young designers with ambitions, con-

fidence and ability to work, whose talent will enable them to launch a new fashion brand in the Belarusian market. One of the main features of this contest is that everybody can enroll to be a participant, and the winner will get a feasible chance to create a commercial collection for one of the leading knitwear manufacturers of the Belarusian market, as well as to show a capsule collection at BFW Fall-Winter 2012-2013.

A series of club parties, official receptions, press-cocktails and a photo exhibition will be organized during Belarus Fashion Week in Minsk.

The main tasks of Organizing Committee BFW during this season are, firstly, to expand the geographical boundaries of the project as a whole, and secondly, to study new areas and to introduce new forms of fashion events.

Europeans know about Belarusian fashion, and our designers take part in the Fashion Weeks in Europe and Asia. So let's push the boundaries of the Belarusian fashion worldwide!

4. **Look at the pictures below. What events of the show do they illustrate?**



5. **a) Look at the words below. What prefix will help make them into new verbs?**

> *large, lighten, danger, trap, activate, close, title, sure, cyclopaedia, circle*

b) Find 5 more words with this prefix in the article above.

c) Study the functions and meaning of the prefix and add more examples to each point:

– used to form verbs which mean to put into or onto something: *encase, ...*

– used to form verbs which mean to cause to be something (in a certain condition): *enable, ...*

– used to form verbs which mean to provide with something: *encash,...*

6. **Imagine your foreign friend is coming to Belarus at the time of BFW. Write an e-mail to your friend describing the event and offer him/her to visit the show.**

LESSON 3: THE FESTIVAL OF ARTS

Communicative area: retelling, persuading

1. **Discuss the questions below in pairs.**

• Have you ever been to a live concert? Did you enjoy the sound?

• Have you ever heard of Ksenia Sitnik, Ruslana, Taisia Pavaliy, Pyotr Yalfimau, Palina Smolava or Oleksandr Panamarou? What international event became a start-point in the careers of these singers?

• What does the emblem present? Can you decode the symbols?

2. a) Work in groups of three (Students A, B and C). Read your piece of information about Slavyansky Bazaar in Vitsebsk and prepare to retell it to your partners.

A: HISTORY

On 18 July 1992, the first ever festival of arts was staged in Vitsebsk to give city residents and guests an idea of Slavonic song folklore. In 1993, the Slavyansky Bazaar in Vitsebsk became a member of the International Federation of Festival Organizations (FIDOF), broadening the geography of its participants. In 1999, the number of festival events turned 125. The festival was awarded the diploma 'FIDOF Festival of the Year 2000' "for impeccable quality of organization, professionalism, hospitality, and promotion of noble humanistic aims on the international level". From 1995 the Slavyansky Bazaar was given the title of an International Festival of Arts. And in 2000 the Slavyansky Bazaar hit a towering record by joining together on stage representatives of each and every Slavonic nation. The festival sign (logo) represents a graphic drawing of a cornflower (traditional for Slavic people), located on music notes. On the lines of the notes, symbolising different music styles, there is a verbal logo "Slavyansky Bazaar in Vitsebsk" in Belarusian, which determines the permanent location of the festival. The name of the festival is repeated in Belarusian and English around the festival sign. Festival motto: "Through art – to peace and understanding!" This motto reveals the basic ideas of the International Festival of Arts "Slavyansky Bazaar in Vitsebsk". These are the words for the festival participants, a call for peace, beauty, harmony and perfection.

B: FESTIVAL TODAY

The International Festival of Arts "Slavyansky Bazaar in Vitsebsk" is an open mass event, which helps to revive and promote culture and arts. The goal of the festival is to support young talents and introduce innovations in culture and art. The Festival will be launched with an inauguration ceremony, attended by Russian singers Mikalai Baskau, Art Group

Turetsky Choir and "Soprano10", Alyaxandre Razenbaum, ballet directed by Barys Eifman, Mireille Mathieu, Chris Turner, reaching its climax with a Space and Didier Marouani performance. The concert will be rounded up with a laser show to the spatial music of the band.

Along with gigs staged by Belarusian and foreign performers, numbering 25 this year, the Slavyansky Bazaar will give its audience a treat of theatricals, interesting films and exhibitions.

The Festival in Vitsebsk will have on its margins an International Investment Forum, National Fair "Small Business in the festive Vitsebsk", a traditional fair of folk crafts "Town of Masters" – 70 various entertaining events altogether.

The programme also includes an International Contest of Song Performers and International Children's Music Competition.

C: CONTESTS

During the festival the contest of young singers under the name "Vitsebsk" is held. It has two stages, each held on a separate day. In the first day the contestants should perform the song in a national language of the country the contestant represents. All vocals are sung live using backing track. On the second day the contestants perform the song written by a composer from any Slavic country in any of the Slavic languages. On this stage all vocals must be sung live with the National Concert Orchestra of Belarus under Mikhail Finberg's conduction. The final decision is made by the international jury usually consisting of 10 people who are usually the former winners of the contest, the former contestants or other celebrities. After the performance each jury gives points from 0 to 10 (although the nil has never actually been given). At the end of the second day all the points are summed up and the Grand Prix winner and other places holders are defined.

Children's contest during the festival in Vitsebsk was first held in 2003 thus becoming one of the stages of expanding of the cultural and artistic diversity of the event. It has also be-

come one of the main events in the East European countries for children performers who are making their way to Junior Eurovision Song Contest.

b) Share the information you've got with your group then answer the questions below.

1. What makes the festival international? 2. Is Slavyansky Bazaar Festival recognized abroad? 3. What proves that the festival is still developing? 4.Why is Slavyansky Bazaar entitled the festival of art (not just folk or contemporary music festival)? 5. What kinds of events does the festival include? 6. What makes this festival a significant event?

3. You are going to listen to two festival participants: a famous French musician Didier Marouani, the founder of the legendary band SPACE and a well-known British singer and entertainer Chris Turner. Take notes to complete the summaries below.



1. Didier Marouani is being interviewed ... of Slavyansky Bazaar in Vitsebsk. 2. This isn't ... of Didier Marouani to Belarus. 3. He describes the festival as ... and providing ... conditions. 4. In Vitsebsk Didier is going to present ... to the public. 5. He is also very proud of ... who are going ... him in his tour. 6. Chris Turner describes his experience as the ... and performer at Slavyansky Bazaar in Vitsebsk. 7. He compares the festival ... 8. In Vitsebsk he performed ... 9. In his speech Chris explained to the audience and the participants ... 10. The idea behind it was ... 11. Belarusian children waving Welsh flags on stage made Chris think ...



4. a) Read some opinions from the visitors to the festival and complete the words.

1. I consider the band Space and their music a...c. I guess they haven't even heard of c...y music styles like deathcore or J-pop.

2. I believe it's easy to create an i...l event based on popular music, while so much effort goes into trying to find a m..s market for classical music, all with remarkably little success.
3. I must admit the c...s and some other events were very entertaining. But I prefer less c...l festivals: with no hired entertainment.
4. I was disappointed not to see Axana Fyodarava this year. Axana co-...d the opening day concert of the Slavyansky Bazaar last year. You couldn't take your eyes off her as she walked the r...y.
5. Unfortunately mine was only a b...f visit to see the m...l sights of Vitebsk region, but I really enjoyed some exhibitions at the Slavyansky bazaar festival and the local f..r of folk crafts "Town of Masters" with lots of souvenirs to buy.

b) Would you agree with the comments above?

5. Role-play the following situation in pairs.

Student A: You are a British high school student, a huge fan of the Eurovision song contest. You've never heard of Slavyansky Bazaar and it's hard for you to believe it's worth visiting.

Student B: You are a Belarusian high-school student. You are a devoted fan of Slavyansky Bazaar arts festival in Vitsebsk. Tell your British friend about the festival to make him visit the event this year.

LESSON 4: NEWS REPORT

Communicative area: news
Active vocabulary: humanitarian

1. Discuss the questions below in pairs.

• How often do you listen to the radio? What kind of channels do you listen to?

• Do you listen to news on the radio? What's in the latest news? What kind of news are you interested in: sports, business, cultural, political, local or international?

2. a) Discuss as a class. What kind of news will probably mention the following:

Minsk Arena, national heritage, delegation, BelTA (The Belarusian Telegraph Agency), the Embassy, the Ambassador of Belarus to London, a conductor, humanitarian organizations?

b) Listen to the news reports and complete the newspaper headlines for these news reports. What kind of news are they?

1. ... arrive in Minsk
2. Raine Spencer praises Belarus' efforts to preserve ...
3. Vitsebsk to host Manhattan ...
4. The Belarus Days of ... in Turkey next year.
5. On Cooperation Between Belarusian and British ...
6. ... "The Brest Fortress" in London
7. The 52nd ... Fair
8. Conductor from Hawaii Casts Belarusian Soloists for ...

3. a) Look through the questions below. Then listen and take notes on the answers.

1. How many reports feature the news on theatre / exhibitions / fairs/films / concerts / museums?
2. What countries are mentioned to have cross-cultural relationship with Belarus?
3. What are the following: Harrods, "Children and Families across Borders", Belkhudozhpromysly, "The Brest Fortress", Scorpions, Westside Story?

b) Which news items are the following statements taken from?

a. The company demonstrated a collection of linen clothing that combines elements of the contemporary fashion and traditional decoration.
b. They hope to go to Moscow next year and would like to meet with the Belarusian audience again.

c. The premiere of the first ever full scale American musical is scheduled for May of the next year.
d. Embassy of the Republic of Belarus hosted a national stand.
e. During the meetings the parties discussed possibilities for exchange of travelling and stationary exhibitions.
f. The ministers gave special priority to joint film production.
g. This year the festival will take place in over 200 cities of 48 countries.
h. It has already been touring Great Britain for more than a year.

4. a) Which of the following adjectives would you use to describe the reports you've heard?

Front-page, brief, detailed, conflicting, sensational, laconic, informative, dramatic, hot, recent, encouraging, morning, tragic, exciting, influencial, lengthy, wide, factual.

b) Discuss the questions below in pairs.

1. Would any of the news reports interest you? Why? 2. What makes a piece of news interesting? 3. What people are involved in the news production? What do a correspondent/reporter, an editor, and a newsreader/newspresenter do?

5. a) Work in groups of three. Write a piece of news to present to the audience.

b) Present your piece of news to the audience. Make a recording if possible.

c) Then vote for the best and most professionally presented news item.

LESSON 5: OVERSEAS FRIEND

Communicative area: expressing disagreement in conversation
Active vocabulary: exchange student, host
Active grammar: *can, could, be able to* (functions)

1. Look at the comic. Discuss the questions below in pairs.

• What's a foreign exchange student programme? Does your school offer any programmes of the kind? Have you ever participated in a programme like that? What was your experience like? Have you ever considered taking part? Why/why not?

• What does the comic illustrate about the Student Exchange programme? What problems could an exchange student face in a foreign society?



Fluffy's first and last day as an exchange student.

2. a) You are going to read two articles giving tips to those who would like to take part in a Student Exchange programme. Put the tips to the right article.

A. How to Become a Foreign Exchange Student

Being a foreign exchange student will enhance your life for years to come as you broaden your outlook and learn more about other cultures. Still here are some helpful things to remember when embarking on this cultural adventure.

B. How to Host an Exchange Student

Hosting a student is a life changing experience that promotes a positive environment for cultural understanding. By hosting a student you gain perspective on the world and open your eyes to things you never thought possible. Here are some helpful things to remember when embarking on this cultural adventure.

a) Prepare a room for them. Your student will feel more comfortable in your house with their own room. (However, exchange students **can** share a room with a resident child of the same gender and approximate age.)

b) Learn about them. Try to obtain their e-mail address, so you **can** begin communicating with them. The sooner, the bet-

ter. If you are working with an upstanding agency, you will be provided this information from the student application.

c) Firstly, ask yourself why you want to undertake this step. If your purpose is uniquely to learn a certain foreign language, you **could** sign up for a foreign language class. You must understand that being abroad has much more to do with culture and experience than simply language skills. However, learning the language is also a very good benefit that the exchange experience **can** bring.

d) Try to make them feel welcome. When you see a group of friends, introduce your student to them and let them get to know each other. Try and say their name with their native accent in mind, or if they go by something else that they prefer, call them by that. (For example, many Asian students have an 'American name' and in some cases, they will request to be called that.)

e) Look for people that had this experience before and ask them general questions about it. You should make sure that you ask them: why they decided to be exchange students; where and when they travelled; how they got involved to the exchange process / through which organization; what were the biggest benefits they got after the exchange programme conclusion.

f) Different countries have different options open to high school and college students to study and live abroad. Think about which countries you would like to live in, but remember that ANY COUNTRY and ANY CULTURE is amazing. The exchange experience is not limited by countries. Be sure that any place **can** bring you an amazing experience.

g) Find out which options you would be fit for and what criteria they have for students.

h) Don't try and do too much. In most cases, many things in their country are the same as they are in your country. Don't point out every tiny detail you see because it will annoy them.

i) Find out what the cost is and whether scholarships are possible. And check the internet for private student exchange as a low-cost alternative.

j) Be polite and mind your manners. However, politeness and manners differ from culture to culture. Try to learn about

the exchange student's culture beforehand. Discussing these differences in manner **can** be an important way to share knowledge of each other's cultures.

k) Spend time with them. Chances are they **won't be able to** visit you for a long time, if they do visit you again. Take them to the beach and teach them games that don't exist in their culture like sand-style hopscotch. Hosting an exchange student is something you will remember for the rest of your life, and hopefully you will remain lifelong friends. There are many different cultures all over the world. Keep an open mind, even if your Mexican exchange students appear similar to your friend's Japanese exchange students. Remember, they do not all look the same. Appearances **can** vary from region to region.

l) Think about the possible countries and do some work on the cultures, languages and education there.

m) Make them part of the family. If you have chores or simple tasks in your households, let them be a part of it too. Chores **could** include dishes, taking out the trash, or even walking the dog. It may sound a little harsh or out of the ordinary but, it will definitely make things more comfortable. Include them in conversation with your parents. If you have to ask your parents if you **can** go out or take out the car, have the exchange student with you. Everyone is human!

n) It would help if you **were able** to locate a penfriend from that country.

o) If you **can't** speak the language of the country you are going to, learn at least the basic things of the language. Buy a dictionary of whatever country you are going to.

p) Avoid stereotypes! This **can** easily lead to awkward or rude moments between you and the exchange student. For example, if they are from an Asian country, don't assume that they **can't** dislike anime.

b) Discuss the questions below in pairs.

Who in your opinion were the articles written by: marketing manager of an international travel agency, high-school stu-

dents who have had the experience? Why do you think so? What piece of advice seemed unexpected? Which tips were easy to predict? Which would you prefer: hosting a foreign student or travelling to live overseas?

3. a) Choose the function the modal verbs serve in the sentences below.

possibility, impossibility, prohibition, request, ability

1. It can't be simple to host a foreign person at your home. 2. Even if you think it could be annoying having an exchange student follow you around, or that they might think your life is boring, do it anyway. 3. A foreign student could immediately feel at home, but you'll have to work on it. 4. In a host family you should always ask if you could do this or that. 5. If your exchange student can do a sport you are also fond of or you enjoy the same music and activities, you will definitely get along. 6. If you can't host an exchange student because your parents are against it, apply to become an exchange student yourself. 7. You can't participate in a programme like that unless you speak a foreign language. 8. If your classmates are also hosting students, you could help each other out.

b) Use the Grammar Reference section to check your ideas, and then answer the questions about grammar on page 334.

c) Work in pairs. Discuss if you think the sentences in ex. 3a are true.

4. Work in pairs. Look at the articles in ex. 2 again. Find the modal verbs *can, could, be able to* in the text and discuss what functions they serve in each case.

5. a) Work in groups of 3. Prepare to role-play the following situations.

Situation 1:

A brilliant pupil wishes to study overseas and live in a host family for a year. Their family are totally unsupportive. Their

father is dreaming of his child's future career while their mother thinks the separation would break her heart.

Situation 2:

The family has applied to become hosts for an exchange student. Their adolescent son/ daughter doesn't see any reasons to do it, saying they wouldn't tolerate a stranger in their home.

Situation 3:

A teenager is dreaming of hosting a foreign student next month. The family think the idea is half-baked and they are not ready yet.

b) Role-play the conversations in groups. What was the result in each situation?

LESSON 6: EXCHANGE STUDENTS' TALES

Communicative area: writing an e-mail
Active vocabulary: worn out, crushed, mute, entirely, unsightly, prior to, gain

1. Discuss the questions below in pairs.

- Which would you prefer: hosting an exchange student or being one? Why?
- Would your family be supportive? Why/why not?
- Would your friends back you up?

2. a) You are going to listen to some foreign student exchange stories. Look at the groups of words below and find pairs of words with opposite meaning.

A: worn out, prior to, crushed, old-fashioned, chatty, lose, handsome, host, entirely.
B: trendy, gain, unsightly, slightly, after, mute, servant, thrilled, brand new.

b) **Look at the pictures below. Describe what you can see. Use the words from ex. 2a when describing the pictures.**



3. **a)** **Listen to some foreign student exchange stories and match them to the pictures above. Were you right when describing them?**

b) **Listen to the stories again. Take notes to describe:**

1) the host students' expectations; 2) the foreign exchange students' appearance; 3) the problems the stories describe; 4) the positive moments the stories describe; 5) the experience both parties gained.

c) **Discuss the questions below in pairs.**

What do the stories teach about foreign exchange programmes? Which situation do you believe is very common? Which one is out of the ordinary? Has anything similar happened to you or any of your friends?

4. **Which word stands for X in the following collocations? Choose from the following words:**

unsightly prior to crushed entirely host gain mute

a) generous X, X family, act as X, talk-show X
b) to have nothing to X, to X a lot from the event, to X weight, financial X
c) X planning, one X to another, X to the changes, X probability

d) to be X to blame, X different, X new idea, X satisfied
e) to be X by love, freshly X juice, X stone, to have a X heart

5. a) Complete the proverbs below with 6 words from ex. 2a.

No pain, no (1) …. (*English proverb*)

If you don't hope, you won't be (2)… . (*Sicilian proverb*)

The one who loves an (3) … person is the one who makes him beautiful. (*Ganda proverb*)

Give the devil your little finger, you will be taken (4) … . (*Hungarian proverb*)

To live in peace one must be blind, deaf, and (5) … . (*Turkish proverb*)

Everything is (6) … with usage – except for experience. (*Turkish proverb*)

b) Think of the stories you've heard. Could any of the proverbs be appropriate to the situations described?

c) Work in pairs. Use as many new words as possible from this lesson to make a sentence. Whose sentence uses more words?

6. Choose one of the tasks below.

a) Imagine your family agrees to host a foreign student. You are going to write a brief welcome e-mail to the student that would choose your family to stay in. What are the important things to mention? Should the letter be formal or written in a casual manner?

Write your letter.

Imagine you've decided to live in a foreign family for a month. You are going to write a brief e-mail to the family that would choose you as an exchange student. What are the important things to mention? Should the letter be formal or written in a casual manner?

Write your letter.

LESSON 7: LOG IN, SIGN UP OR LEARN MORE

Communicative area: discussing, giving opinion
Active vocabulary: social network

1. a) Look at the logos below and discuss the questions in pairs.

facebook – 700 mln	twitter – 200 mln	linkedIn – 100 mln	My space – 80,5 mln	google plus – 32 mln

• What do the logos present? What do you know about these services?

• Do you know any similar websites? Can you translate the names of these social networks into your language? Are they appropriate names for the services they provide?

• What do the numbers under the logos mean?

• What is the most popular social network?

2. Look through the article below. What is it about?

Making Friends in Social Networking

After Philipp Laage

On Facebook everyone is a friend, at least that's what people call each other, but can an adolescent understand and cope with this?

The experts say yes. Social networks play an important role in forming friendships among young people by making common experiences visible to everyone participating. Outside the internet, no-one sends a request to friend someone. But at social networking sites such as Facebook people work hard at collecting friends.

To think that young people cannot differentiate between the two is a **prejudice**, said Professor Jaap Denissen of Humboldt University in Berlin. "Fourteen-year-olds can do it much

better than we think they can because they have grown up with the Internet."

"The **notion** that youths communicate **primarily** with strangers is as outdated as the belief that a high level of internet use causes social isolation," said psychologist Denissen. People who use the Internet a lot are in their "real lives'' more social than those who aren't heavy users of the Internet.

The basic needs of young people haven't changed: "They form **cliques** and fit themselves into scenes and they do that as well in social networks.''

Jan-Hinrik Schmidt, a social network researcher at the Hans Bredow Institute in Hamburg, said young people today have a much larger stage than in the past.

"Parties, vacations, concerts – all of these are permanently stored in photographs and other **multimedia**," Schmidt said. Friends can continuously comment on the goings-on. "Networks such as Facebook become the **collective consciousness** of a clique.''

Social networks deliver a social confirmation that the group belongs together. Young people used to sign each other's backpacks to openly signal that they belonged together, Schmidt said. This is much easier to achieve using Facebook, but the motivation is the same.

"The photo album from a vacation taken together should express the friendship between the people involved and show that they do cool things together,'' he added.

Juliane Stopfer, a psychologist at the university of Mainz, sees a practical use beyond keeping the memories of shared experiences.

"We can maintain contacts with friends who live far away, as well as strengthen these ties or rediscover them,'' said Stopfer. "We learn through things like photos from a family vacation that there are sides of people who are near to us that were previously **concealed**.''

Adolescence, however, means change. A 15-year-old girl might write "best friends forever" on a girlfriend's wall, but in reality, friends do fall out, relationships split up, said Schmidt. Some things published in the Internet stay around for a long time. "How we will deal with these things is still open,'' he said.

Denissen expects things to change in social networking, particularly with the openness of some of the communications. He said in the future people will share some messages and photos with family only and others with friends. The new Google+ social network, for example, separates friendships into circles. That sounds a lot like the way things are structured in real life.

3. Match the definitions below with the words in bold.

1. one-sided opinion, bias; 2. small exclusive groups of friends or associates; 3. the combined use of several media; 4. common reality; 5. kept from being seen; 6. a belief or opinion; 7. chiefly; mainly.

4. a) Read the article and decide whether the statements below are true, false or not mentioned.

1. Making friends online is easier than in real life.
2. Online young people communicate mainly with people they know.
3. Using the Internet a lot causes social isolation.
4. Forming groups and doing things together is what teens do both in real life and in social networks.
5. Signing each other's backpacks as well as forming groups online is one of the ways to show that you belong to one group.
6. Often photos or video in the Internet can help you get to know your friends better.
7. Social networking is a convenient way to keep in touch with foreign friends.
8. Social networking is a fast developing service with regular innovations being introduced.

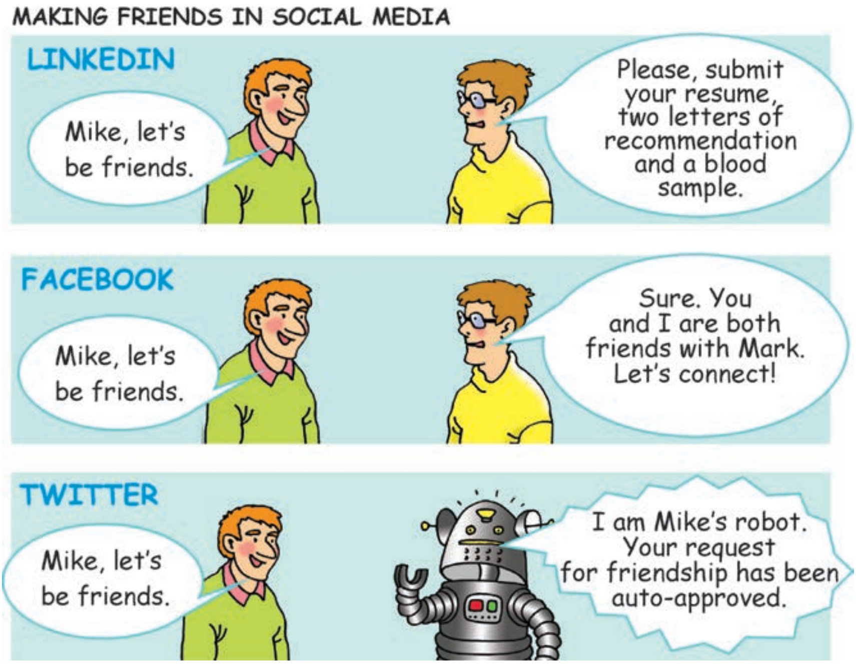
b) Do you agree with the statements in ex. 4a?

5. a) Discuss the questions below in small groups.

1. Why have the social networks become so popular? 2. Are you registered on any of these or similar services? How many "friends" have you got? Do you have any foreign friends? 3. Do you often communicate? How often do you visit the site? Could

you live without it? 4. Are friends online different from friends in real life?

b) Look at the comic below. How do people make friends on the social network you've joined? Can you make a comic for it?



LESSON 8: INTERNATIONAL SUMMER SCHOOL

Communicative area: retelling, advertising

1. Discuss the questions below in pairs.

- How do you usually spend your summer holidays?
- Have you ever been to a summer school or done a summer course? Did you enjoy that?
- Would you like to go to an international summer camp or school? Why/why not?
- What would you enjoy doing there?

2. a) **Look at the excerpts below. Can you guess what kind of summer school they refer to?**

a) We are very happy that some of the most prominent and exciting international research mathematicians have agreed to joining the Scientific Committee and coming to Bremen as lecturers.
b) You will be taught Stage Combat, Dance, Voice and Acrobatics.
c) During the Football and Sports theme, for example, you'll learn how to make chicken wings, BBQ ribs, tri-tip, and an array of appetizers culminating in the Super Bowl Madness Party.
d) Vocational level students attend a 2-week Performance Course of Classical Ballet, Repertoire, Contemporary, Musical Theatre and Jazz classes.
e) Students will have a possibility to work together with a team of researchers from the USA, University of Memphis, who will involve school students in the project dealing with mapping giant hogweed, an invasive and poisonous weed, using GIS (geographic information systems).
f) Our International Summer School offers a wide range of courses, embracing a huge range of instruments, genres and periods.
g) Also excursions to various parts of the country on Fridays are an integral part of the course and allow students to experience the diversity of cultures, traditions and landscapes within Sweden.
h) In eight courses, the programme will address different aspects of current global transformation processes and discuss side effects for decision makers.
i) In mid-July students will also have the opportunity to attend Basovishcha, the annual festival of Belarusian rock music in the town of Gródek east of Bialystok.

b) **Look at the pictures below. Which types of school might they illustrate?**

1. Culinary Summer Camp 2. Royal Academy of Dance 3. Baltic International Summer School: 3 Courses devoted to



tourism and environment 4. International Summer School of Belarusian Studies 5. The International Mathematical Summer School for Students 6. Dartington International Summer School: Music courses for all ages and abilities 7. Uppsala International Summer Session 8. Academy of the Science of Acting and Directing International Summer School 9. Global Politics Summer School China

3. a) Read the advertisement in the card for one of the next year summer schools and find the information about:

a) name and type of the school; b) the school location; c) types of courses they offer; d) requirements for students (if any); e) dates and course duration; f) instructors and lecturers; g) extra-curricum activities; h) reasons for choosing this school.

b) Prepare to advertise your summer school to your group mates. Take some minutes to memorize the key information. Take notes on the names and dates if needed.

c) **Work in groups of 6 to 10. Perform the following tasks.**

1. Advertise your summer school to your group mates. Your aim is to attract as many visitors as possible into your school. Make your speech positive, confident and creative.
2. Plan your next summer holidays. Listen to your group mates and decide what summer schools you would like to study at. Make sure the dates do not overlap. If you have decided to take a course, take down the information, but do not inform the school representative yet.

4. **Report to your classmates about your next summer plans. Then discuss the questions below.**

1. What school turned out to be the most popular? Was the result predictable? Why? 2. What school wasn't popular among your classmates? Why is that so? 3. What were your reasons for choosing a summer school?

LESSON 9: ASK A FOOLISH QUESTION

Communicative area: inferring meaning from context

1. **Discuss the questions below with your partner.**

• How often do you ask questions? Where do you ask most questions?
• What's more difficult: to ask or to answer questions? Why?
• Where do you go to get your questions answered?
• What's the most common question you ask? What questions do you not like to answer?
• What are the most stupid questions anyone has ever asked you?
• What is life's biggest question?

2. **You will now read a sci-fi short story "Ask a Foolish Question" by Robert Sheckley. Read the story and say:**



– Who asked foolish questions?
– Did they get answers to their questions?

Ask a foolish question

After Robert Sheckley

Answerer was built to last as long as was necessary – which was quite long, as some races judge time, and not long at all, according to others. But to Answerer, it was just long enough.

As to size, Answerer was large to some and small to others. He could be viewed as complex, although some believed that he was really very simple.

Answerer knew that he was as he should be. Above and beyond all else, he was The Answerer. He Knew.

Of the race that built him, the less said the better. They also Knew, and never said whether they found the knowledge pleasant.

They built Answerer as a service to less-sophisticated races, and departed in a unique manner. Where they went only Answerer knows.

Because Answerer knows everything.

Within him were the Answers. He knew the nature of things, and why things are as they are, and what they are, and what it all means.

Answerer could answer anything, provided it was a legitimate question. And he wanted to! He was eager to!

How else should an Answerer be?

What else should an Answerer do?

So he waited for creatures to come and ask.

***

"We're going to find the Answerer!"

Lingman nodded at his young partner. Originally it had been Lingman's project. Then Morran had joined him. Together they had traced the rumors across the solar system. The legends of an ancient humanoid race who had known the answer to all things, and who had built Answerer and departed.

"Think of it," Morran said. "The answer to everything!" A physicist, Morran had many questions to ask Answerer. The expanding universe; planetary formation; red shift, relativity and a thousand others.

"Yes," Lingman said. He was a biologist and an old man. He had two questions.

What is life?
What is death?

***

After a particularly-long period of hunting purple, Lek and his friends gathered to talk. Purple always ran away – why, no one knew.

"Do you know," Lek said, "I think I'll hunt up this Answerer."

"Why?" Ilm asked him. "Why do you want to know things? Isn't the job of gathering purple enough for you?"

"No," Lek said, "It is not." The great job of Lek and his kind was the gathering of purple. They found purple in many parts of space. Slowly, they were building a huge mound of it. What the mound was for, no one knew.

"I suppose you'll ask him what purple is?" Ilm asked, pushing a star out of his way and lying down. "We must know the true nature of purple, and its meaning in the scheme of things. We must know why it governs our lives."

Ilm and the others didn't try to argue. They knew that the knowledge was important. Ever since the dawn of time, Lek, Ilm and the others had gathered purple. Now it was time to know the ultimate answers to the universe – what purple was, and what the mound was for.

And of course, there was the Answerer to tell them. Everyone had heard of the Answerer, built by a race not unlike themselves, now long departed.

"Will you ask him anything else?" Ilm asked Lek.

"I don't know," Lek said. "Perhaps I'll ask about the stars. There's really nothing else important." Since Lek and his brothers had lived since the dawn of time, they never thought over death. And they didn't consider the question of life.

"I go!" Lek shouted.

Lek strode off, leaping from star to star.

***

There were eighteen of them, gathered in one place.

"We must go to the Answerer," one cried. "Our lives are governed by the rule of eighteen. Where there are eighteen, there will be nineteen. Why is this so?"

No one could answer.

"And we must find out," cried another, "Why all places are different, although there is no distance." That was the problem. One is here. Then one is there. Just like that, no movement, no reason. And yet, without moving, one is in another place.

"We must go to the Answerer."

For they had heard the legends, knew the tales. "Once there was a race, a good deal like us, and they Knew – and they told Answerer. Then they disappeared to where there is no place, but much distance."

"How do we get there?" the newborn nineteenth cried, filled now with knowledge.

"We go." And eighteen of them vanished.

***

Lek came to Answerer, striding swiftly from star to star. He lifted Answerer in his hand and looked at him.

"So you are Answerer," he said.

"Yes," Answerer said.

"Then tell me," Lek said, settling himself comfortably in a gap between the stars, "Tell me what I am."

"An indication," Answerer said.

"Come now," Lek said, "Now then. The purpose of my kind is to gather purple, and to build a mound of it. Can you tell me the real meaning of this?"

"Your question is without meaning," Answerer said. He knew what purple actually was, and what the mound was for. But the explanation was hidden in a greater explanation. Without this, Lek's question was inexplicable, and Lek had failed to ask the real question.

Lek asked other questions, and Answerer was unable to answer them. Lek viewed things through his specialized eyes, extracted a part of the truth and refused to see more. How to tell a blind man the sensation of green?

Answerer didn't try. He wasn't supposed to.

Finally, Lek departed, walking swiftly across the stars.

***

Answerer knew. But he had to be asked the proper questions first.

The proper questions. The race which built Answerer should have taken that into account, Answerer thought. They should have made some allowance for nonsense.

***

Eighteen creatures came to Answerer, neither walking nor flying, but simply appearing. Shivering in the cold glare of the stars, they looked up at the massiveness of Answerer.

"If there is no distance," one asked, "Then how can things be in other places?"

Answerer knew what distance was, and what places were. But he couldn't answer the question. There was distance, but not as these creatures saw it. And there were places, but in a different fashion from that which the creatures expected.

"Rephrase the question," Answerer said hopefully.

"Why," another asked, "Is there a rule of eighteen? Why, when eighteen gather, is another produced?"

But of course the answer was part of another, greater question, which hadn't been asked.

***

"We made it," Morran said.

"Let's get on," Lingman said. He didn't want to waste any time. He didn't have any time to waste.

"Right," Morran said. They walked together, along the dark path of the planet that was different from all other planets, soaring alone around a sun different from all other suns.

***

"Up here," Morran said. The legends were explicit. A path, leading to stone steps. Stone steps to a courtyard. And then – the Answerer!

To them, Answerer looked like a white screen set in a wall. To their eyes, Answerer was very simple.

"Remember," Lingman said to Morran, "We will be shocked. The truth will be like nothing we have imagined."

“I’m ready,” Morran said.

“Very well. Answerer,” Lingman said, in his thin little voice, “What is life?”

A voice spoke in their heads. “The question has no meaning. By ‘life,’ the Questioner is referring to a partial phenomenon, inexplicable except in terms of its whole.”

Silence.

“Is the universe expanding?” Morran asked confidently.

“’Expansion’ is a term unsuitable for the situation. Universe, as the Questioner views it, is an illusory thing.”

“Can you tell us anything?” Morran asked.

“I can answer any valid question concerning the nature of things.”

***

The two men looked at each other.

“I think I know what he means,” Lingman said sadly. “Our basic ideas are wrong. All of them.”

“They can’t be,” Morran said. “But life – he certainly could answer what life is?”

“Look at it this way,” Lingman said. “Savages, that’s what we are. Imagine a bushman walking up to a physicist and asking him why he can’t shoot his arrow into the sun. The scientist can explain it only in his own terms. What would happen?”

“The scientist wouldn’t even try to answer.”

“It’s maddening,” Morran said, after a while. “This thing has the answer to the whole universe, and he can’t tell us unless we ask the right question. But how are we supposed to know the right question?”

“We’re bushmen. But the gap is much greater here. Worm and super-man, perhaps. The worm desires to know the nature of dirt, and why there’s so much of it. Oh, well.”

“Shall we go, sir?” Morran asked. “Sir! Sir!”

***

Alone on his planet, which is neither large nor small, but exactly the right size, Answerer waits. He cannot help the people who come to him, for even Answerer has restrictions.

He can answer only valid questions.

Universe? Life? Death? Purple? Eighteen? Partial truths, half-truths, little bits of the great question.

How could they understand the true answers?

The questions will never be asked, and Answerer remembers something his builders knew and forgot.

In order to ask a question you must already know most of the answer.

Glossary

bushman – дикарь
depart – уходить
indication – индикатор
inexplicable – необъяснимый
legitimate – обоснованный, логичный
mound – насыпь, холм
sophisticated – умудренный опытом, сложный
stride – шагать

3. Read the story again and answer the questions below.

1. What was the most important question for Moran and Lingman? 2. What was the most important question for Lek? 3. What was the most important question for eighteen creatures? 4. Did Lingman and Moran, Lek and eighteen creatures see the questions of other races as important? 5. Why couldn't Answerer help the questioners?

4. Discuss the questions below in pairs.

a) Robert Sheckley's story is often described as philosophical. Which paragraph below best describes the main idea of the story? Explain why?
   - Every race and nation on our planet should keep their traditions only to themselves because only the knowledge of the ancestors can help them to find answers to the most important questions.
   - It's a good idea for all the nations of the world to unite in order to exchange their knowledge and to ask "the correct question" and solve the global problems of the planet.

b) Do you agree with Robert Sheckley? Why? Why not?

5. a) Imagine that the Answerer gets better and can now answer any question. Which three questions would you ask the Answerer?

b) Compare the list of questions with your partner. Do you have any questions in common? Choose the most interesting questions.

Project INTERNATIONAL PROJECT

1. a) Work in small groups. Think of as many ways as possible to find friends or make contacts with young people abroad.

   b) Work as a class. Share the ideas with your classmates. Vote for the best idea.

   c) Continue working in small groups to make a step by step plan how to put this idea into action.

2. You have one month to find new friends or make contacts based on common interests with young people from other countries. Then report to your classmates about the results.

UNIT 9
NATIONAL CHARACTER

LESSON 1: RESPECT OTHERS, RESPECT YOURSELF

Communicative area: speaking about countries and nationalities
Active vocabulary: talkative, humorous, flexible, famous, technical, controlled, generous, humble, organised, stereotype, generalisation

1. **How many names of countries do you remember? Play the game in two teams. Run to the board one by one to write as many names of countries as you can. You have only three minutes for the competition.**

2. **a) Look at the list of the countries. Add nationalities and complete the table.**


Austria

Nationality	Belonging to
Austrian	Austrian
Finn	Finnish
...	...


Belarus


Belgium


Denmark


Finland


France

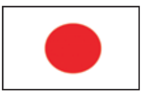

Germany


Greece


the Nether-lands


India


Italy


Japan


Luxembourg


Poland



Portugal



Russia



Sweden



Ukraine



The USA

b) **Listen to the recording and check.**

3. a) Read the text of the postcard sent from Britain and answer the questions below.



1. Are all cars that British people drive made in Germany?
2. Do all British people eat Indian curry and Turkish kebabs?
3. Do they all watch only American shows?

b) Discuss with your partner why this text might be true.

4. a) Match the following words with their definitions.

stereotypes, generalisations

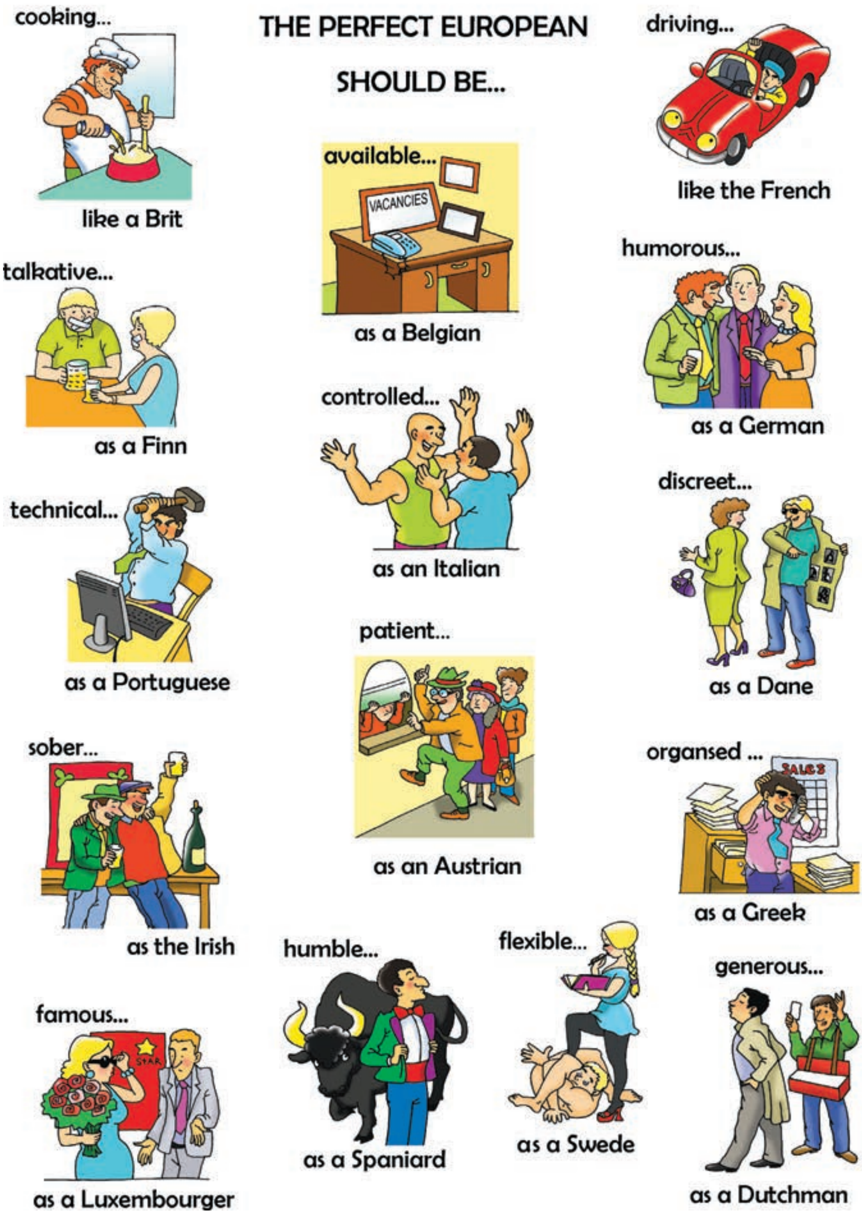
• often unfair or untrue beliefs or ideas of what groups of other people across the globe are like

• statements about all the members of a group that may be true in some or many situations but not true in every case

b) Do you think the statements in the postcard are stereotypes or generalisations? Why?

It is easy to make a generalisation out of a stereotype by saying *Many people*... instead of *All people*...

5. a) Look at another postcard from Britain describing a perfect European. Do you think these are stereotypes or generalisations? Are they serious or humorous characteristics?



b) **How can you express the same idea to make it a generalisation rather than a stereotype?**

6. **a)** **List the following character traits under positive, negative or neutral. Add more if you can.**

Talkative, humorous, flexible, famous, technical, controlled, generous, humble, organised, dangerous, proud, amusing, polite, quiet, humiliating, confident, criticizing, kind-hearted, sentimental, outgoing, funky, outspoken, reasonable, thick-headed, social, anti-social, advanced, biased, unbiased, protective, pushy, rude, strict, thankful, dull.

b) **Which of the negative characteristics above might describe you? Which – your friends? Which – your family members? Are they true for Belarusian people?**

c) **Which of the positive character traits in ex. 6a might describe you? Which – your friends? Which – your family members? Are all Belarusian people like that?**

7. **Is it fun to read or to hear stereotypes about other nationalities? Is it as fun to hear or read stereotypes about you?**

LESSON 2: STEREOTYPES: TRUTH OR PREJUDICE

Communicative area: describing people
Active vocabulary: arrogant, agreeable, ambitious, anxious, assertive, caring, honest, impulsive, inventive, law-abiding, materialistic, modest, open-minded, respectful, shallow, straightforward, submissive
Receptive grammar: formal subject *It*

1. **Choose one or two nationalities and brainstorm common stereotypes that you have heard people say about them.**

2. **a)** **On your own, write down five or six stereotypes for your own nationality.**

b) **Answer the questions.**

1. Was it easy to write the stereotypes in ex.2a? Did your answers come naturally? Why? Why not?
2. Did the statements make you feel uncomfortable? Why? Why not?
3. In general, were your responses positive or negative?

3. a) **Look through the article in ex. 4 and pay attention to the part where nationalities are described. Find the character traits you know and compare with your partner.**

b) **Make a list of the characteristics you don't know and guess whether they have positive or negative meanings.**

c) **Study the glossary. Check your predictions.**

Arrogant **[ˈærəgənt]** – someone who is arrogant thinks they are better or more important than other people and behaves in a way that is rude and too confident.

Agreeable **[əˈgriːəb(ə)l]** – willing to agree to something.

Ambitious **[æmˈbɪʃəs]** – determined to be successful, rich, famous, etc.

Anxious **[ˈæŋkʃəs]** – worried and tense because of possible misfortune, danger.

Assertive **[əˈsɜː(r)tɪv]** – behaving in a confident way in which you are quick to express your opinions and feelings.

Caring **[ˈkeərɪŋ]** – kind, helpful, and sympathetic towards other people.

Community-oriented **[kəˈmjuːnətɪ ˈɔːrɪentɪd]** – mainly concerned with, or directed towards community.

Constructive **[kənˈstrʌktɪv]** – useful and helpful, or likely to produce good results.

Family-oriented **[ˈfæmɪlɪˈɔːrɪentɪd]** – mainly concerned with, or directed towards family matters.

Honest **[ˈɒnɪst]** – someone who is honest always tells the truth and does not cheat or steal.

Impulsive **[ɪmˈpʌlsɪv]** – someone who is impulsive tends to do things without thinking about what will happen as a result.

Inventive **[ɪnˈventɪv]** – able to think of new, different, or interesting ideas.

Law-abiding [ˈlɔː əˈbaɪdɪŋ] – respectful of the law and obeying it.
Materialistic [məˌtɪərɪəˈlɪstɪk] – concerned only with money and possessions rather than things of the mind such as art, religion, or moral beliefs.
Modest [ˈmɒdɪst] *syn. not proud* – a modest person does not like to talk about themselves, their achievements, or their abilities, even if they are successful.
Multilingual [ˌmʌltɪˈlɪŋgwəl] – able to speak several different languages well.
Open-minded [ˌəʊpənˈmaɪndɪd] – willing to consider ideas and opinions that are new or different to your own.
Passive [ˈpæsɪv] – someone who is passive tends to accept things that happen to them or things that people say to them, without taking any action
Polite [pəˈlaɪt] – having or showing behaviour that is respectful and considerate of other people.
Practical [ˈpræktɪk(ə)l] – 1. sensible and realistic in their approach to a situation or problem; 2. able to make repairs or do things with your hands in a skilful way.
Progressive [prəʊˈgresɪv] – supporting new or modern ideas and methods, especially in politics and education.
Respectful [rɪˈspektf(ə)l] – feeling or showing respect.
Shallow [ˈʃæləʊ] – not interested in serious ideas, strong feelings, or other important things.
Straightforward [ˌstreɪtˈfɔːwəd] – honest about your feelings or opinions and not hiding anything.
Submissive [səbˈmɪsɪv] – always willing to obey someone and never disagreeing with them, even if they are unkind to you.
Tolerant [ˈtɒlərənt] – willing to accept someone else's beliefs, way of life, etc. without criticizing them, even if you disagree with them.

4. a) Read the article and say what made the author unhappy and why the author decided to write this article.

Recently I was reading a brand new guide to the UK, published in another country and ended up wondering where they did their research. I just couldn't recognise my country from what they said.

It seems that there's one stereotype that refuses to die. At 4p.m. sharp, right across the land, the entire country stops for this age-old ritual of tea, sandwiches and cakes. According to the above-mentioned guide, that is true. I must admit that most British people I know can't get through the day without several cups of tea, but I have never known anyone to make afternoon tea. Not once.

Inspired by this idea I searched the net far and wide to find the most common stereotypes about nationalities.

Generalizations about cultures or nationalities can be a source of pride, anger or simply bad jokes. Some people say that all stereotypes there have some basis in reality, as they don't develop in vacuum.

Such stereotypes mostly concern appearance, language, food, habits, psychological traits, attitudes, values etc.

True cold-blooded scientists warn, that "National character stereotypes are not even exaggerations of real differences: They are fictions."

But why judge, before we know what we are talking about?

Please take everything below with a grain of salt; as I only summed up what others wrote on the Internet. We all know that there are black and white sheep in every herd. I tried to strike a balance between positive and negative national or personality traits – but sometimes it was very difficult, due to lack of positive stereotypes.

It is said that Americans are arrogant; assertive; open-minded; materialistic; ambitious; progressive; efficient; straightforward; practical; fast food eaters; war mongers; God is with us!

It is believed that Australians are nature lovers; surf all day – drink all night; sometimes shallow but honest; open-minded; love to joke; sports lovers; meat eaters.

It is expected that all Brazilians are impulsive; most women are super-models, most men are machos; always late; carnivals addicts; soccer and coffee lovers; criminals and robbers; bean and meat eaters; beach and sun-worshipers; inventive and constructive people; family- and community-oriented.

It is believed that Canadians are submissive, agreeable; modest; open-minded; progressive; efficient; straightforward;

polite; respectful; anxious; law-abiding; caring for handicapped/elderly/minorities; tolerant; multi-lingual; don't like successful people; anti-American; passive; boring.

It is said that the Chinese are hardworking, fast-learners; open-minded; ambitious; progressive; efficient; materialistic; do kung fu; great at mathematics; terrible drivers; arrogant; assertive; very "short" but "bigger" than Japanese; wear glasses; pirate and copy everything; don't value contracts; cheap labor; drink green tea; eat everything that lives – even rhino horns and sea cucumber; business-oriented.

Please feel free to comment and to add your own experiences.

Maybe we can all help to put some of the worst stereotypes to rest.

b) Work in groups of three. Choose one of the nationalities described in the article and discuss

- why these character traits might be true;
- why it is dangerous to think that all people have the same character traits.

5. Look through the text again and pay attention to the phrases in bold. How will you translate them into your language? Check your guesses on page 346.

6. Edit and re-write the text to change the stereotypes into generalizations.

LESSON 3: TYPICALLY BRITISH

Communicative area: comparing characteristic features
Receptive grammar: Complex subject

1. Answer the questions.

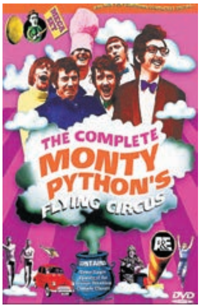
- Do people belonging to one nation have a lot in common?
- Do you think that national stereotypes give a true picture of national character?
- What are your associations with the word "an Englishman"?

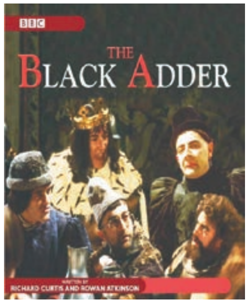
2. a) Listen to the conversation and say if the following sentences are true or false.

1. Many stereotypes are correct.
2. British people are known to have a small breakfast.
3. British cuisine is popular all over the world.
4. The British aren't as conservative as they are thought to be.

b) Listen to the dialogue again, check your answers and fill in the missing words.







We know a lot of (1) ... concerning the United Kingdom and its natives. Using them we are able to create (2) ... that **British people are believed to present**. Many stereotypes are wrong, but **some of them seem to be** good. We should be aware though, that some of them aren't true.

The typical British (3) ... should be the tea lover. What is more, the tea should be drunk at the exact time. Most of the British drink their tea (4) ... . They **are also known to have** a big traditional breakfast. The breakfast consists of many toasts covered with (5) ... which **seem to be** typical British. We couldn't even imagine how varied the British toasts can be. The other stereotype is connected with traditional British cuisine and some (6) ... . British meals **are considered to be** completely tasteless. **They are unlikely to be accepted** by foreigners. The basic British dish is called (7) ... but most of tourists don't like it.

There are a number of stereotypes about British gentlemen. **They appear to be** too stiff and (8) .... Moreover they speak with a strange British accent. They call the accent "Received Pro-

nunciation" and **it is thought to be** a very distinguished one, but in fact it isn't. What is **(9) ...**, the British sense of humour is very specific. It is presented mostly in such British films and TV series as "Monty Python's Flying Circus", "Mister Bean" and "Black Adder". All of them present the stereotypes, which aren't often the truth.

The other stereotype is that **the British youth are believed to be** clubbing lovers, which means that they **(10) ...** from a club to the other club or pub at weekends. It is a kind of modern British tradition, which is today observed in various countries. But **British young people are believed to enjoy** their lives. In fact, **British young people turn out to be** very different as the young people all over the world.

Summing up, the British aren't as conservative as **they are thought to be**. Their **(11) ...** is that they are talkative and very friendly. They seem to be also pedantic, but we can say the same about every other nation. Every nation has stereotypical positive features and negative ones.

3. a) Read the text and pay attention to the words in bold. Discuss with your partner what they mean and how they may be translated into Russian.

b) Read the rule on pages 346–347 and check your predictions.

4. Match the following:

The Americans	are considered to be	well-organised.
The French	are supposed to be	patriots.
The Italians	seem to be	very talkative.
The Germans	are likely to be	overweight.
The Greek	are unlikely to be	fashion lovers.

5. a) Read the text and make a list of characteristic features of the Brits according to this text.

My wife, who is French, has lived in England for twenty-five years. When she arrived, she was both surprised and favourably struck by the comparative uninterest, even of the rich, in material comfort and pleasures, and by the uprightness and

straightforwardness of the public administration. Her career as a doctor was spent treating old people, and she developed a great respect for the British character shown by her patients. Among their virtues were politeness, lack of self-importance, stoicism, emotional self-control. No matter what social class they belonged to, they had dignity and self-respect. Their virtues far outweighed their vices.

My medical experience happens to prove it as well. I remember when at the beginning of my career as a doctor in a rural area, an old man called me out to his home. He had been so weak for some weeks that he had difficulty in raising himself from the sofa on which he was lying.

"I tried for as long as I could not to bother you, doctor," he said, "but I can't manage it any longer."

"Doctors are supposed to be called out when the person is very weak", I said. But I was really impressed with his behaviour.

b) Compare both texts and say why they are so different.

6. Go back to ex. 1 and answer the questions again.

7. Describe a typical British person as you see them.

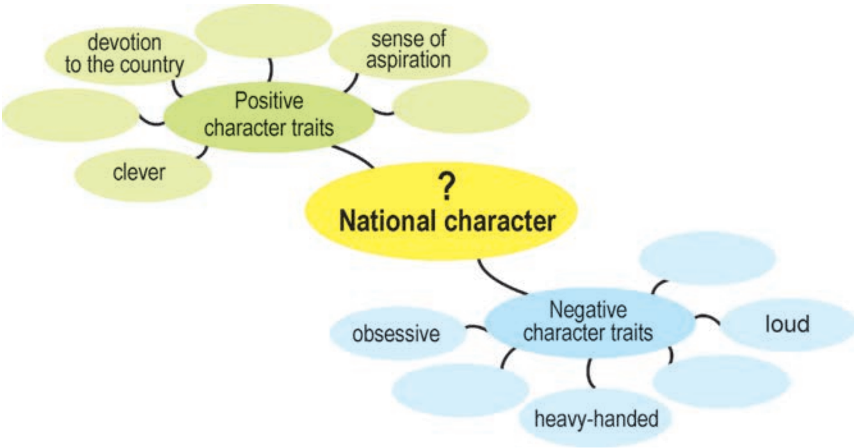
LESSON 4: A CERTAIN CONCEPTION OF A NATION

Communicative area: inferring meaning from context
Active vocabulary: aspiration, devotion, obsessive
Active grammar: types of pronouns

1. Answer the questions.

- What influences your opinion? (books, newspapers, films, TV, first-hand experience, other people)
- Which information do you find most relevant?
- How do you change your opinion when you get more information?

2. a) Look at the following characteristics and complete the mind map.



aspiration – strong desire to achieve something, such as success

brash – tastelessly or offensively loud, showy, or bold

insular – not interested in meeting anyone outside your own group or country, or not interested in learning new ideas or ways of doing things

obsessive – motivated by a persistent idea or impulse, continually preoccupied with a particular activity, person, or thing

heavy-handed – using too much force, or not considering people's feelings enough when dealing with a situation

nobility – an honest and brave way of behaving that people admire

devotion – great love, admiration, or loyalty

2. b) Guess what nationality this mind map might describe.

3. a) Read the excerpt from Tony Blair's book and check your predictions

During my time as Prime Minister I came to love America – loved its **sense of aspiration**, the notion of coming from nothing and making something of yourself. I didn't start that way; I didn't know many Americans at school or university, and I

was 32 before I visited the U.S. My view of America had been formed from movies and TV shows. But in 1985, I was part of a delegation of Members of Parliament.

What I learned that day is that Americans can be really, really clever. It was a useful lesson for my time in office.

A Certain Conception of a Nation

Clinton, Bush, Obama: Of course, they are different from one another. But they share a great similarity too. They meet, I think, at a certain conception about the character of America itself. ...

Americans can be all that the rest of the world sometimes accuses them of: **brash, loud, insular, obsessive and heavy-handed**. But America is great for a reason. It is looked up to, despite all the criticism, for a reason. There is a **nobility** in the American character that has been developed over the centuries, derived in part, from the waves of migration that form the stock, from the circumstances of independence, from the Civil War, from historical facts and coincidences. But it is there.

That nobility isn't about being nicer, better or more successful than anyone else. It is a feeling about the country. It is a **devotion** to the American ideal that at a certain point goes beyond class, race, religion or upbringing. That ideal is about values: freedom, the rule of law, democracy. It is also about the way you achieve: on merit, by your own efforts and hard work. But it is most of all that you as an individual take second place to the interests of the nation as a whole. It is what makes the country determined to overcome its challenges.

(*Adapted from Tony Blair's* A Journey: My Political Life, *published by Alfred A. Knopf*)

b) Read the text again and say what influenced his first ideas about the Americans and what he came to understand later?

4. a) Read the information on pronouns in the English language on pages 335–345 and find in the excerpt above

– four personal pronouns; three subject pronouns and one object pronoun;

– three possessive pronouns (one of them followed by the adjective ‘own’ for emphasis);

– two indefinite pronouns;

– one example of each of the following pronouns: emphatic/reflexive, relative/conjunctive, reciprocal, demonstrative, negative, defining.

b) What type of pronoun cannot be found in the text?

c) Some of the pronouns in the text are highlighted. Explain what they stand for.

E.g. *... loved its sense of aspiration... its = America’s*

5. a) Complete the sentence: *Americans are...* Write as many character traits as possible. Think about how they greet each other, how they behave with friends and in public, what they wear, what they find important.

b) Compare what you’ve written with your partner. Explain why you think your characteristics are appropriate.

LESSON 5: AMERICAN CHARACTER

Communicative area: discussing and writing about British or American national character
Active vocabulary: diverse, multicultural

1. Answer the questions.

- Do you think that people speaking the same language are similar?
- What makes Americans different from the British (Australians, Canadians)?
- Do they greet each other in the same way?
- What do people wear?
- How do they plan their time?

2. **a) Read the text of the presentation made by a girl who spent a year in the United States. Compare your ideas with the girls' observations.**

American character – presentation transcript

American society seems to be much more informal than the British and, in some ways, is characterized by less social distinction. Students do not rise when a teacher enters the room.

They use first names when calling each other, slap on the back, joke and are much freer in their speech, which is more slangy than the conventional British English.

You will often hear the word "Hi" used instead of the usual "Hello," and "Howdy" instead of "How do you do?" Those who don't easily show these signs of friendship are called "snooty" or "snobbish."

Yet, in spite of all the informality, Americans, even in the way they address each other, show consciousness of social distinction. One is likely to use more formal language when talking to superiors.

While the informal "Hello" is an acceptable greeting from employee to employer, the employee is more apt to say "Hello, Mr. Ferguson," while the employer may reply "Hello, Jim."

Women may wear hats in church, in restaurants or in public places except in the evening.

Men who do wear hats remove them in elevators, churches, restaurants, private homes, business offices – in fact, in most public situations when they wish to show respect.

At parting, "Bye" or "See you later" are most common. Such phrases: "You should come over sometime" or "I'll call you soon" – don't mean that you have been invited. It's just politeness.

Direct eye contact is very important. An American may grow suspicious if a person he is talking to is looking sideways. Americans try to avoid close physical contact in public places.

Such topics as the financial status of a person, the cost of the house or other property, religion, the relations in the family are avoided.

Americans are very particular about planning their time. They are expected to meet deadlines and finish projects. Prob-

ably that's why Americans value direct communication. It helps to get things done quickly. "Don't beat around the bush." "Just spit it out." "Get to the point."

However, Americans also tend to lessen the damage of negative comments by saying them positively – "That's an interesting idea, but..."

Americans pride themselves on their individualism. Most Americans view individualism as the freedom – and indeed the right – to do whatever they like.

b) Read the presentation tapescript again. Find the most important piece of information you haven't included into your list or the piece of information that surprised you most. Compare with your partner's.

3. Would you be describing similar things when speaking about your national character? Why?

4. a) Listen to the radio programme. What is its main idea?

b) Listen to the programme again and say whether the following sentences are true or false.

1. Choosing a restaurant in New York requires research.
2. In American diners you can find anything from sushi to pasta and potatoes.
3. You can find some burgers and fries in an American diner.
4. Americans can't agree on what American food is.
5. A very small number of Americans can claim to come from families which are "American only" – those who identify as Native American or American Indian.
6. American character is difficult to characterize.
7. Americans like to think of themselves as "diverse" and "multi-cultural," as a "melting pot" or a "salad bowl" of nationalities.
8. The most common type of American is perhaps the American who doesn't want to be a "type" at all.

c) Read the last part of Ariana's interview. Look at the words in bold and explain how you understand them. Use the following dictionary entries to help you.



melting pot

"Americans like to think of themselves as **"diverse"** and **"multi-cultural,"** as **a "melting pot"** or a "salad bowl" of immigrants and nationalities, a mixture too rich and too unpredictable for easy classification. The most common type of American is perhaps the American who doesn't want to be a "type" at all, those who see themselves as what we call **"rugged individualists,"** "independent-minded," "convention-defying," **and "non-conformist."** Ask an American a question, and she's is likely to give you a different answer than anyone else – and chances are, she'll be proud to tell you that her opinion is her own."

diverse – very different from each other; including people from many different cultures or races

multi-cultural – involving or consisting of people of different cultures

melting pot – a situation in which there are many different types of people, ideas, religions, etc existing together

rugged individualist – someone who does things in their own way without worrying about what other people think or do

convention-defying – able to think independently

non-conformist – different from the way that most people usually think or behave

5. **Discuss why these two texts are so different.**

6. **Add more character traits to your mind map. Compare with your partner's and explain why you think so.**

7. **Write about British or American character based on what you have read, heard or observed.**

LESSON 6: AGREEMENT? CONCORD!

Active grammar: using subject and verb agreement in speech

1. a) Listen to the following sentences and find them in the book.

• Brazilians **spend** all their time on beaches

• This Brazilian never **spends** his time on beaches.

• An Australian or a Canadian **speaks** English which is difficult to understand.

• Neither an American nor a Canadian **is** able to pronounce the word tomato as [təˈmɑːtəʊ]

• Either an American or a Canadian **is** able to pronounce the word tomato as [təˈmeɪːtəʊ]

• Either snake charming or walking on fire **is** going to amuse the kids in India.

• Neither she nor I **am** materialistic, although we are both American.

• A piece of salami or red hot chilly peppers **are** the basic ingredients for any Hungarian dish.

• Either cheese or frog legs **are** very popular in France.

• A Dutch and a Dane **are** those who love fame.

• A kilt and a horn **are** the Scottish national symbols

• Loud voice, along with gestures, **is** so typical of the Italians.

• Fried chicken, not healthy fish, **is** a popular dish in America.

• Every one of the English guests **has left** without a goodbye.

• In Holland every one **has** a garden full of tulips.

• The majority of the Asian population **does** kung fu.

• One-third of Italians **are** artistic.

• The number of people who **treats** me normally is huge but a number of people **think** that I can play the balalaika because I am Russian.

• – Is raw fish or wood mushrooms your favourite food?

– Neither one of them **is**. I am Chinese, not Japanese.

• Either Dutch student **is** able to teach you about tulips.

• There are many Australians who **love** nature. But there is one Australian who **doesn't love** it at all.

• A Scotsman was so much troubled with his tooth that he decided to have it extracted.

"How much will it cost?" he asked.

"£50," replied the dentist.

"£50 **is** too much for only a few minutes work," said the Scotsman.

"Well, I can pull it slowly if you like," said the dentist.

"Look," said the Scotsman, "here'**s** £5. Just loosen it a little."

• Russia is the nation that **seems** to have bought all football clubs in England.

b) Think what makes them peculiar. Then discuss with your partner.

2. Read the following grammar rule and find examples in ex.1 to illustrate them. Write them down. Compare in groups of three.

BASIC RULE. A singular subject takes a singular verb, while a plural subject takes a plural verb.

Rule 1 Two singular subjects connected by **or** or **nor** require a singular verb.

Rule 2 Two singular subjects connected by **either/or** or **neither/nor** require a singular verb as in Rule 1.

Rule 3 When **I** is one of the two subjects connected by **either/or** or **neither/nor**, put it second and follow it with the singular verb **am**.

Rule 4 When a singular subject is connected by **or** or **nor** to a plural subject, put the plural subject last and use a plural verb.

Rule 5 When a singular and plural subject are connected by **either/or** or **neither/nor**, put the plural subject last and use a plural verb.

Rule 6 As a general rule, use a plural verb with two or more subjects when they are connected by **and**.

Rule 7 Sometimes the subject is separated from the verb by words such as **along with, as well as, besides**, or **not**. Ignore

these expressions when determining whether to use a singular or plural verb.

<u>**Rule 8**</u> The pronouns **each, everyone, every one, everybody, anyone, anybody, someone,** and **somebody** are singular and require singular verbs. Do not be misled by what follows **of**.

<u>**Rule 9**</u> With words that indicate portions – **part, majority, some, all, none,** and so forth – look at the noun in your **of**-phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

<u>**Rule 10**</u> The expression **the number** is followed by a singular verb while the expression **a number** is followed by a plural verb.

<u>**Rule 11**</u> When **either** and **neither** are subjects, they always take singular verbs.

<u>**Rule 12**</u> The words **here** and **there** have generally been labelled as adverbs even though they indicate place. In sentences beginning with **here** or **there**, the subject follows the verb.

<u>**Rule 13**</u> Use a singular verb with sums of money or periods of time.

<u>**Rule 14**</u> Sometimes the pronoun **who, that**, or **which** is the subject of a verb in the middle of the sentence. The pronouns **who, that**, and **which** become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

3. Fill in the blanks with the correct words.

1. A student in the Netherlands usually ... (*to learn*) to speak English, French, and German in school.
2. Clara is so arrogant! She, as well as her boyfriend, ... (*to think*) she is far and away better than you or I ... (*to be*) just because she two years older.
3. Americans are quite open-minded when it comes to national cuisine. The majority of them ... (*to be*) never afraid to accept new ideas and methods of cooking.

4. They say that as time passes Western nations ... (*to be*) becoming more and more materialistic. They are mainly concerned with their possessions, unlike Eastern nations where everybody ... (*to be*) concerned with religion and moral beliefs.
5. Despite boundaries, youth all over the word ... (*to be*) very ambitious. From their green years all of them strive for success.
6. China has proved to be the most rapidly developed of the majority of all nations. Mere twenty years ... (*have*) passed but they grew immensely.
7. Chu is an unbelievably efficient student. He does homework from A to Z and wastes no time at all. – I couldn't agree more. Every Chinese who ... (*to come*) to a foreign country works to the best of his abilities.
8. Ricardo never hides his opinion and is very straightforward. Mary and I ... (*to become*) very offended by it sometimes!
9. Our new classmate is really practical. If either a table or chairs ... (*to be*) broken, he can fix them very quickly.
10. At first sight Brazilians seem to be people who ... (*to be*) shallow because of a great number of holidays and carnivals. In reality they are serious people.
11. Either a skirt or a dress ... (*to be*) best for our school fashion show.
12. – Who invented the robot? – The Japanese, of course. They are so inventive and constructive, that a number of their innovations ... (*to be*) pretty astonishing.
13. I believe that the French ... (*to be*) more family-oriented, rather than community-oriented.
14. I think that some people ... (*to be*) highly agreeable and submissive due to the family upbringing. Neither shouting, nor severe punishment ... (*to have*) favourable consequences.
15. When travelling to Islamic countries neither my wife nor I ... (*to be*) intolerant or disrespectful to their religious beliefs and we also try to dress accordingly.
16. Mark ate his underdone steak without complaining. As a result he ended up in hospital with food poisoning and seventy dollars ... (*to be*) spent on medical treatment.

17. They are unbelievably impulsive. When they need to make a decision, everybody ... (*to jump*) at the first idea.
18. The majority of the Swiss ... (*to be*) very low-abiding. When flickers were introduced, the next day people were wearing one.

4. Hold a competition. Write a paragraph about national stereotypes and generalizations. Use the subject and verb agreement rule and the active vocabulary of the unit.

LESSON 7: "MY SECOND HOME – BELARUS"

Communicative area: speaking about Belarusian national character

1. a) Brainstorm a list of character traits typical of Belarusian national character. Justify your choice.

b) Do you think people visiting Belarus could make a similar or a different list? Discuss with your partner. Compare your answers with another pair.

2. a) In pairs read one of the texts below. Each of you will read a different text (A or B). Make a list of character traits as mentioned by the writers. Compare with your list. What makes you proud? What hurts you?

b) Read the text again and complete the table:

Character traits	Key facts
Hospitable ...	invite into a house for dinner ...

A. I am a British citizen and have lived in Belarus for many years. My wife is Belarusian and our children have both been educated here. Over the years I have visited all of the country's major cities and many of its towns, villages and smaller settlements. Of course people are individuals and have their own traits but I have found, at the risk of generalisation, that Belarusians have many characteristics in common.

In my experience, such as it is, Belarusians are extremely sociable both amongst themselves and with visitors. I remember meeting a man who travelled throughout the world for the Ford Motor Company and visited Belarus frequently. He told me that Belarusians were the most hospitable people he had encountered. Many is the time that, as a stranger, I have visited a village and spontaneously been invited into a house for dinner which was always generous.

Compared to the people in many western countries Belarusians are not materialistic. This is not to say that they do not want a car, good clothes and a nice apartment. Certainly younger people, and many of their elders, have embraced new technology and have up to date cell phones and computers but consumerism does not come close in scale to what is found, say, in Europe or the States. Not many people think of shopping as a leisure activity. Over time though, this may change as the market economy develops.

One thing that always impresses foreign visitors to Belarus is the strong sense of community. Belarus is a country that, throughout its history has suffered many hardships. People have survived because of their network of family and friends. In fact, it often seems to me, that there is little distinction made between family and friends. Wherever my wife and I have travelled throughout the country it seems that we always find a connection with someone who knows my wife or her family and will always put themselves out for us.

There is a high respect for education and culture. Most houses and apartments I have visited have a large number of books and conversation is often about complex and intellectual topics. Teachers are highly respected and viewed as professionals. I have visited many schools and am always struck by the politeness of the students and the good order and discipline of the classrooms.

The countryside holds a special place in the hearts of Belarusians. Even though Belarus has become increasingly urbanised and industrialised there always remains a link to rural life. On the weekends during the spring, summer and early autumn Minsk seems to empty out as urbanites go to their dachas. They garden, fish and the more courageous pick mushrooms.

Every city apartment seems to have a stock of preserves, the bounty of their dachas or their country relative's gardens. The urban-countryside divide that one finds in other countries does not seem so sharp in Belarus.

I have only touched on a few points, I think, which make Belarus and Belarusians distinctive. There is much more but that would take a whole book to describe.

Franklin Swartz

B. To be completely honest, when I was first approached to write some words about the character traits of Belarusian people I was not too happy to do so; the primary reason being that I dislike it when people categorize and stereotype others due to the colour of their skin, their religious beliefs or nationality. To say someone has a certain set of characteristics due to the boundaries they were born within is like saying Prince William, David Beckham, (Sir) Elton John, Amy Winehouse (RIP) and myself are all alike simply because we are English! Yet, despite my concerns, here I am attempting to give my best, unbiased, character analysis of the majority of Belarusians I have come into contact with during my time in this country.

In order to comment upon the average Belarusian's character, I feel that I need to divide it into three categories: 1. General; 2. Socialising with friends or spending time with family; 3. Workplace environment. The reasoning for this is that I believe there are some characteristics which most Belarusian people possess, probably due to the economic situation within the country during Soviet times and at present, combined with the fact that it seems to me many people in this country have two different personalities – one for at home and when socialising with friends or family, with another reserved for use within their workplace.

If I were to be limited to just one overall characteristic with which to describe Belarusians it would be 'resourceful'. The next adjective I would choose is 'peaceful'. I rarely see anyone lose their temper and feel very safe on the streets here, even at night. This is a stark contrast to inner-cities in my homeland. One other characteristic which I feel most here share is that of being quite careful with their money in their day to day life,

which is to be expected given the average wage in comparison to the cost of living.

From my experience, this carefulness is definitely forgotten when Belarusians are celebrating a special occasion, such as New Year or a birthday, and when entertaining guests. Indeed, when these events occur I have always found the people here to be extremely generous. Also, when socialising, Belarusians are fun-loving, outgoing, humorous and very friendly. Every time I go out socialising I am approached by strangers who wish to chat with me.

However, this openness and cheerfulness is kept well hidden by almost everyone when moving around the city, and especially so when shopping or travelling on public transport! But the worst seems to occur in the workplace. Many people, who I am certain are happy, cheerful and helpful when at home or with friends, become rude and unhelpful when at work, something I have experienced from check-out girls to civil servants. I feel that all this leads to a lack of customer service within this country, no matter what that service may be. An exception to this is those who chose their profession more because of a desire to care for others than as a means to earn money, such as kindergarten teachers and doctors. Having said all of this, I do also believe that the majority of Belarusians are very professional and hard-working; they certainly spend far more hours in the workplace than their British counterparts!

On a personal level, I fully enjoy the company of Belarusian people. With very few exceptions, I find the people here to be open, warm-hearted, fun-loving and intelligent. I have also found the sense of humour of the majority of locals to be very similar to that of my own. Belarusians are generally very welcoming and hospitable to foreigners. I fully enjoy meeting new people and teaching here. The younger generation, especially, are always eager to learn as much as they can about different cultures and to embrace new ideas.

Ian Gowman

c) Talk to your partner and find out the similarities and differences in describing Belarusian character traits in both texts.

3. Write a short summary of the text you've read.

LESSON 8: THROUGH VISITORS' EYES

Communicative area: writing about Belarusian national character

1. Imagine you've arrived in Minsk for your first visit. What would your first impressions about the people and the country be? Discuss with your partner.

2. a) Listen to the interview and say whether these sentences are true or false.

1. Danielle Montagne came to Minsk from Syracuse, New York.
2. Her first glimpse at the city of Minsk was through the windows of her plane.
3. Danielle passed the monument to Lenin.
4. She saw very beautiful monuments – like Victory Square statue and the eternal flame.
5. Minsk was filled with an atmosphere of power and grandeur.
6. Danielle was inspired to begin taking Russian classes in order to be able to read street signs and communicate with people.
7. There is a real sense of community at MSLU that sometimes lacks at other educational institutions.
8. Danielle is sure she will continue to enjoy her time and teaching experiences in Minsk.
9. Danielle will share her impressions about Belarus with her colleagues in the United States.

b) Listen to the interview again and number the following sentences as they appeared in the text.

1. The buildings and monuments were huge.
2. When I learned that I would be teaching in Minsk, I was very excited.
3. We passed by very modern buildings – like the National Library.
4. Then I saw very beautiful monuments – like Victory Square statue and the eternal flame.

5. In the days that followed, I spent a lot of time walking around the streets, getting lost and then finding my way again.
6. All of these images made me happy.
7. My warm sentiments about the city of Minsk followed me to MSLU, where I met the most wonderful colleagues and students I could imagine.
8. I am sure I will continue to enjoy my time and teaching experiences.
9. Minsk was filled with an atmosphere of power and grandeur that I was not expecting.
10. The kindness and thoughtfulness I have encountered from the teachers and professors has made my time here wonderful thus far.
11. My first glimpse at the city of Minsk was through the windows of an old city taxicab.

c) Say what Danielle likes about Minsk and its people. How does she characterise Belarusian people?

3. a) A foreigner living in Minsk and speaking no Russian has a problem. How can a local person speaking English help them?

b) Listen to the story and answer two questions: What happened to Ariana's flat? Who helped her to fix the problem?

c) Listen to the story again and complete the short summary of the text.

Last weekend, my American roommate and I were planning to have a tour around Minsk. Andrei, a 22 year-old Belarusian student, called it "a tour of his hometown."

We suddenly discovered that the bathroom was broken. I called Andrei to cancel our meeting but Andrei decided to help us.….

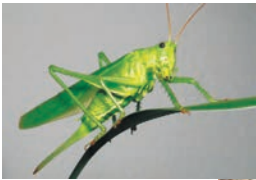
4. Imagine somebody who doesn't speak Russian asked you to help (a) to find a way to… in your home town or village; b) to help repair a mobile phone. Discuss with your partner what the questions and answers might be. Act the dialogue out.

5. **Compare the different opinions about Belarusian people. Recollect what you've read at the previous lesson. Write a text about Belarusian character for British Teenage Magazine.**

LESSON 9: A FABLE

Communicative area: inferring meaning from context

1. a) **Talk to your partner and answer the question.**



grass hopper



mantis



spider



beetle



horsefly

If the main characters of the story are Mr. Horsefly, Mr. Beetle, Mrs. Spider, Miss Mantis, Mr. Grasshopper what might the story be about?

b) **Unscramble the sentence to check your answer.**

short, animals, that, A fable, story, in prose or verse, usually, is about, teaches, a moral lesson.

2. **Match the following expressions with their eguivalents.**

1) work out, 2) without a doubt, 3) to put her nails right, 4) keep up to a standard, 5) to protect, 6) burst out laughing, 7) for a start, 8) let them open their mouths

A let them speak, B for sure, C find out, D to maintain at a high level, E to keep safe from harm, F suddenly start laughing G to polish nails, H to begin with.

3. a) Read the fable and say what Mr Horsefly was proud about.

b) Read the fable again and fill in the table in your exercise-book.

	What Mr. Horsefly thought the characters wanted to buy	What the characters really wanted to buy
Mr. Beetle		
Mrs. Spider		
Miss Mantis		
Mr. Grasshopper		

Mr. Horsefly was the new head of the forest post office. He had put a lot of time and effort into getting this highly respected position. If you asked Mr. Horsefly, he would tell you that he got the job thanks to his great deductive gifts.

On his first day at work, into the post office came Mr. Beetle, Mrs Spider, Miss Mantis, and Mr. Grasshopper.

Mr. Horsefly wouldn't **let them open** their mouths.

"Don't tell me, don't tell me. I can **work out** what each of you came for," he said, putting a book, a plastic mat, a nail file, and some protective goggles on the counter. "The nail file will be for Mrs. Spider, **without a doubt**. With all the scratching she does, she'll need **to put** her nails **right**. "The mat", he went on, without giving anyone time to react, "without even having to think about it, I give it to Mr. Grasshopper, since he must have to train pretty hard **to keep** all his hopping about **up to a standard**. The safety goggles have to be for Mr. Beetle, because having to spend all day with his face so close to the ground, he'll be needing something **to protect** his



nail file



goggles

eyes. And finally, this big book here, has to be a Bible. I'll have to give that to Miss Praying Mantis, whom I would like to ask to include me in her supplications to The Almighty. As you will see…"

They didn't let him finish. The comment about the mantis – well known for having changed her name from Miss Praying Mantis to simply Miss Mantis – was just too much for everyone, and they **burst out laughing**…

"Not much of a detective, are you!" said Mr. Grasshopper, between chuckles. "**For a start**, Mrs. Spider came for the book. She's very quiet, and doesn't scratch a soul. The mat is for Mr. Beetle, who likes to sunbathe in his swimming pool, and does it lying on his back. Miss Mantis will, of course, want the nail file. She's a bit of a flirt, you know. And the protective goggles are for me. I'm not as young as I was, and don't see too well. These days when I'm hopping on the grass I get the odd black eye…"

"Uhu", Mr. Horsefly interrupted, recovering a little from his embarrassment, "then you do, in fact, hop on grass!"

4. Do you know any other fables, fairy-tales, stories which tell us about stereotypes? Compare with your partner. Share with the class.

Project DEBATE

1. Motion for your debate: There is no such thing as national character. All people are different.

2. Work in two groups. One will be proposing the motion. The other will be opposing the motion.

3. Within each group brainstorm the facts and arguments to support your idea.

4. **Choose two speakers for tour group. Speaker 1 (group 1) will name the motion and make three points, supporting each with facts.**

5. **Speaker 1 (group 2) opposes Speaker 1 (group 1) and makes three points against the motion.**

6. **Speaker 2 (group 1) provides three new arguments.**

7. **Speaker 2 (group 2) opposes them.**

8. **The class votes in favour or against the motion.**

ADDITIONAL MATERIALS

Unit 2, Lesson 2, ex. 3b

Student B:

Ashton Kutcher – studied biochemical engineering at the University of Iowa

Harrison Ford – worked as a carpenter

Ralph Lauren – was once a salesman

Marilyn Monroe – worked on an assembly line at a factory in California

Chuck Norris – worked as an Air Policeman in the US Air Force

Elvis Presley – after graduating from high school he was a truck driver

Julia Roberts – worked in an ice cream shop.

J. K. Rowling – was a school teacher

Arnold Schwarzenegger – spent a year in the Austrian army

Steven Spielberg – used to work outside keeping the bugs away from fruit trees

Sylvester Stallone – was an usher at a movie theater and worked at the Central Park Zoo for a while tending the lion cages

Sting – has had several early occupations including school teacher, soccer coach and ditch digger.

Quentin Tarantino – worked as a clerk in a video store

Jean Claude Van Damme – worked in several odd jobs including chauffeur, carpet layer, pizza delivery, trainer, and bouncer

Unit 3, Lesson 5, ex. 6a

These countries are the cleanest in the world.

Unit 4, Lesson 1, ex. 3

Student B:

- Does a Scotsman need a passport to go to England? Why?
- Has Anglicanism always been the major religion in the UK?

• What part of the UK will you recommend a tourist to visit if he/she is interested in history? Why?

• Will an Englishman be able to understand a Welshman when in Wales? Why?

• What is the most interesting fact that you learned about the UK today?

Unit 4, Lesson 7, ex. 4

The answers: 1a, 2c, 3b, 4a, 5b, 6a, 7c, 8c, 9b

Unit 4, Lesson 8, ex. 4a

Student B

– Capital city is Wellington
– Languages...
– New Zealand means “the Land of long white cloud”
– Forest...
– “kiwi” in Australia is...
– The first country to see sunrise
– ... bungee jumping ...
– New Zealand has more golf courses and bookshops then any other country in the world. So they must be smart and sporty at the same time
– “Lord of the Rings”
– in 1893, New Zealand became the first country to give women the right to vote
– Nuclear power stations
– Snakes...

Unit 5, Lesson 8, ex. 5

Student B:

<u>Down</u>

1. Christianity
2. Vancouver
4. Commonwealth
5. population
7. beaver
8. Ottawa

GRAMMAR REFERENCE

UNIT 1

Verb forms – Часавыя формы дзеяслова

У залежнасці ад характару здзяйснення дзеяння ў англійскай мове прынята выдзяляць чатыры групы часоў:

Simple (Indefinite) Tenses – простыя (неазначальныя) часы, абазначаюць рэгулярнае дзеянне, якое часта паўтараецца (ФАКТ).

Continuous (Progressive) Tenses – прадоўжаныя (працяглыя) часы, абазначаюць працяканне дзеяння ў момант маўлення (ПРАЦЭС). На беларускую мову заўсёды перакладаюць дзеясловам незакончанага трывання.

Perfect Tenses – завершаныя часы, абазначаюць завершанасць дзеянняў да пэўнага моманту маўлення (РЭЗУЛЬТАТ). На беларускую мову заўсёды перакладаюцца дзеясловам закончанага трывання.

Perfect Continuous (Perfect Progressive) Tenses – закончаныя працяглыя часы, абазначаюць дзеянне, што пачалося ў мінулым і доўжыцца на момант гутаркі **ужо нейкі час** (ПРАЦЯГЛАСЦЬ і ЗАВЕРШАНАСЦЬ). На беларускую мову заўсёды перакладаюцца дзеясловам незакончанага трывання.

	Present	**Past**	**Future**
Simple	**Use:** • дзеянне, што рэгулярна паўтараецца • адно дзеянне ідзе за другім • пасля наступных дзеясловаў (to love, to hate, to think, etc.) • расклад, праграма	**Use:** дзеянне, што адбылося ў пэўны час у мінулым (няма сувязі з сучасным)	**Use:** • меркаванне пра будучае (пра тое, што адбудзецца) • рашэнне прынята ў момант маўлення

	Form: **Infinitive** ***he/she/it* –** **inf. + -s (-es)** **Do, does** She works. Яна працуе (наогул). Does she like it? Ёй гэта падабаецца? I don't know. Я не ведаю.	**Form:** **2nd verb form** **Did** She worked. Яна працавала. Did she like it? Ёй гэта падабалася? I didn't care. Мне было ўсё роўна.	**Form:** ***will* + Infinitive** I'll do it. Я зраблю гэта. Will he come? Ён прыйдзе? I won't tell. Я не скажу.
Continuous	**Use:** • дзеянне адбываецца ў момант маўлення • запланаванае дзеянне ў будучым	**Use:** • перарванае дзеянне • дзеянне, якое доўжылася ў пэўны момант у мінулым	**Use:** • апісанне будучага дзеяння ў працэсе яго рэалізацыі
	Form: ***am/are/is* +** **Participle I** She is working. Яна працуе (у дадзены момант). Is he sleeping? Ён спіць? They aren't listening. Яны не слухаюць.	**Form:** ***was/were* +** **Participle I** She was sleeping. Яна спала. Were you travelling? Вы падарожнічалі? I wasn't joking. Я не жартаваў.	**Form:** ***will* + *be* +** **Participle I** I'll be sleeping at 10. У 10 я буду спаць. Will he be sleeping? Ён будзе спаць? I won't be sleeping. Я не буду спаць.
Perfect	**Use:** • дзеянне адбылося да цяперашняга моманту, скончылася толькі што • важны вынік дзеяння, а не час яго выканання	**Use:** • дзеянне завяршылася да пэўнага часу ў мінулым ці да пачатку іншага дзеяння (падзеі) у мінулым	**Use:** • дзеянне, якое адбудзецца да пэўнага моманту ў будучым ці да пачатку іншага дзеяння ў будучым

	• дзеянне пачалося ў мінулым і прадаўжаецца цяпер		
	Form: ***have/has*** + **Participile II** He has arrived. Ён прыехаў. Have you done it? Ты зрабіў гэта? We haven't decided. Мы не вырашылі.	**Form:** ***had*** + **Participle II** She had left before he arrived. Яна паехала да таго як ён прыбыў. Had she left before? Яна паехала да гэтага? I hadn't prepared. Я не падрыхтаваўся.	**Form:** ***will*** + ***have*** + **Participle II** She'll have done it by then. Да гэтага часу яна ўжо зробіць гэта. Will I have moved out? Я пераеду? They won't have lasted by 2050. Яны не пратрымаюцца да 2050.
Perfect Continuous	**Use:** • дзеянне ў працэссе, якое адбывалася і працягвае адбывацца ў цяперашні час (або завяршылася толькі што)	**Use:** • дзеянне працягвалася некаторы час у мінулым і адбывалася да некаторага моманту ці іншай падзеі ў мінулым	**Use:** • дзеянне, якое пачынаецца да некаторага моманту ў будучым і будзе адбывацца ў момант яго наступлення (акцэнт робіцца на тым, як доўга працягваецца дзеянне)
	Form: ***have/has*** + ***been*** + **Participle I** She has been working for 2 days. Яна працуе 2 дні.	**Form:** ***had*** + ***been*** + **Participle I** He had been sleeping for 2 hours. Ён спаў 2 гадзіны.	**Form:** ***will*** + ***have*** + ***been*** + **Participle I** I'll have been doing it for two hours by noon. Да поўдня я буду

	How long has he been sleeping? Як доўга ён спіць? They haven't been listening. Яны не слухалі.	How long had he been working on it? Як доўга ён над гэтым працаваў? We hadn't been playing. Мы не гулялі.	рабіць гэта ўжо 2 гадзіны. Will he have been leaving? Ён паедзе? I won't have been playing. Я не буду гуляць.

Мадальныя дзеясловы: *must, have to, should* (*ought to*)

1. ***Must*** і ***have*** **to** выкарыстоўваюцца для выражэння неабходнасці што-небудзь зрабіць.

I **must** leave. – Я павінен пайсці.

I **have to** leave. – Я павінен пайсці.

У гэтай сітуацыі **must** і **have to** выкарыстоўваюцца ўзаемазамяняльна.

2. Розніца ў выкарыстанні ***must*** і ***have to***.

Must носіць больш асобасны характар і выкарыстоўваецца для выражэння асабовых пачуццяў і адчуванняў.

I **must** do my best. – Я павінен зрабіць усё магчымае.

Have to носіць безасобасны характар і мае адценне вымушанасці.

I **have to** visit my doctor. – Я павінен наведаць свайго ўрача (са здароўем штосьці не ў парадку).

3. Лагічны вывад.

Must выкарыстоўваецца, калі той, хто гаворыць, робіць вывад на аснове існуючых фактаў. І хоць пры гэтым у яго няма поўнай упэўненасці, што яго вывад – абсалютная ісціна, гаворачы амаль упэўнены. Беларускі аналаг – «напэўна».

The ground is wet. It **must** have been raining. – Зямля мокрая. Напэўна, ішоў дождж.

4. *Mustn't* і *don't have to*.

Mustn't = Не рабі гэтага! Гэта загад! (Don't do it.)

Don't have to = не трэба гэтага рабіць ці неабавязкова, няма неабходнасці.

You **mustn't** be late. – Ты не павінен спазніцца. (Не спазніся! Спазняцца нельга!)
You **don't have to** be on time. – Табе неабавязкова прыходзіць у час.

5. *Should*. Рэкамендацыя, парада, меркаванне аб тым, што неабходна зрабіць.

Мадальны дзеяслоў **should** выкарыстоўваецца для выражэння неабходнасці ў форме рэкамендацыі.

You **should** visit a doctor. – Вы павінны (Вам неабходна) схадзіць да ўрача.

Should – не такі «жорсткі» дзеяслоў, як **must**. У адрозненне ад яго дзеяслоў **should** пакідае магчымасць выбару.

I think you **should** work hard. – Я думаю, што вы павінны настойліва працаваць.

6. Розніца ў выкарыстанні ***should*** і ***must***.

Дзеяслоў **must** мацнейшы, чым дзеяслоў **should. Should** – гэта настойлівая рэкамендацыя, але яе можна прытрымлівацца, а можна і не прытрымлівацца. **Must** не пакідае выбару: не прытрымлівацца нельга!

You **should** obey. – Вы павінны падпарадкавацца. (Гэта рэкамендацыя, але яе можна не прытрымлівацца.)
You **must** obey. – Вы абавязаны падпарадкавацца. (У вас няма выбару, вы павінны падпарадкавацца.)

Зводная табліца

Modal verb	Function	Example
must	strong obligation	*You must be home by 11 o'clock.*

	personal necessity	*I must stop eating junk food.*
	strong advice	*You must hand in your homework on time.*
	probability (certainty)	*It must be the most boring party I've been to.*
mustn't	prohibition	*Passengers must not talk to the driver.*
should/ ought to	obligation or necessity	*I ought to talk to the teacher.*
	advice	*You should take the baby to the doctor's.*
	probability (prediction)	*It should be snowing now, according to the forecast.*
have to	necessity	*I had to wait for a bus for half an hour.*
don't have to	no obligation or necessity	*You don't have to pay for the tickets in advance.*

UNITS 2-3

Conditionals – Складаназалежныя сказы з даданымі ўмовы

Сказамі ўмовы называюцца складаназалежныя сказы, у якіх у даданым сказе выражана **ўмова**, а ў галоўным – **вынік**, які выражае рэзультат гэтай умовы. І ўмова, і вынік могуць адносіцца да цяперашняга часу, да мінулага і будучыні. Даданыя сказы ўмовы часцей за ўсё ўводзяцца злучнікам **if** *калі*, але могуць выкарыстоўвацца таксама злучнікі **in case** *у выпадку*, **provided** *пры ўмове*, **suppose** *дапусцім*, **on condition** *пры ўмове* і інш.

У адрозненне ад беларускай мовы коска ў складаназалежным сказе ставіцца толькі ў выпадку, калі даданы сказ знаходзіцца перад галоўным.

Сказы ўмовы дзеляцца **на чатыры тыпы** ў залежнасці ад таго, якую ступень верагоднасці яны выражаюць. Ужыванне ўмоўнага сказа таго ці іншага тыпу залежыць ад адносін таго, хто гаворыць, да фактаў, што перадаюцца.

1. Conditional 0. Сказы гэтага тыпу апісваюць універсальныя сітуацыі, у якіх выкананне ўмовы з даданага сказа **непазбежна** пацягне за сабой вынік, указаны ў галоўным сказе. Самы просты прыклад сказаў умовы гэтага тыпу – з'явы прыроды ці законы фізікі. Акрамя таго, такія сказы апісваюць таксама прывычныя дзеянні, што паўтараюцца. Тут у абедзвюх частках сказа выкарыстоўваецца цяперашні ці (калі гаворка ідзе пра мінулае) прошлы час.

If **+ Present Simple, Present Simple**
If **+ Past Simple, Past Simple**

If you **heat** ice, it **melts.** – Калі награваць лёд, ён растае.
If it **rains**, the streets **are** wet. – Калі ідзе дождж, вуліцы мокрыя.
The dog **is** happy **if** it **sees** its master. – Сабака радуецца, калі бачыць гаспадара.
He usually **rides** a bicycle to a shop **if** he **has** enough time. – Ён звычайна едзе ў магазін на веласіпедзе, калі ў яго дастаткова часу.
If my parents **gave** me some pocket money when I was a child, I **spent** it on ice-cream. – Калі ў дзяцінстве бацькі давалі мне якія-небудзь кішэнныя грошы, то я траціў іх на марожанае.

2. Conditional I. Сказы гэтага тыпу апісваюць рэальныя сітуацыі, што выражаюць **поўную магчымасць** ажыццяўлення ўмовы ў даданым сказе, адносяцца да цяперашняга і будучага часу і перадаюцца формамі абвеснага ладу. Асаблівасцю сказаў умовы гэтага тыпу з'яўляецца факт, што **просты будучы час (Future Simple)** ці яго эквіваленты ўжываюцца толькі ў галоўным сказе, а ў даданым сказе пасля ўказаных злучнікаў выкарыстоўваецца толькі **цяперашні час**. Выказнікі ў абедзвюх частках

сказа перакладаюцца на беларускую мову формамі будучага часу.

If **+ Present Simple (Continuous), Future**

If you **see** him dancing, you **will be impressed** by his talent. – Калі вы ўбачыце, як ён танцуе, яго талент зробіць на вас вялікае ўражанне.
When this museum **is** open, we **will go** for an excursion there. – Калі музей адкрыецца, мы пойдзем туды на экскурсію.
If I **have** a lot of money, I **will buy** a car. – Калі ў мяне будзе шмат грошай, я куплю машыну.

3. Conditional II. Сказы ўмовы гэтага тыпу выражаюць **нерэальнасць** ці **малую верагоднасць** ажыццяўлення ўмовы, якая адносіцца да **цяперашняга** або **будучага часу**. Той, хто гаворыць, ужывае такі сказ тады, калі хоча паведаміць, што неабходныя ўмовы для выканання чаго-небудзь практычна адсутнічаюць, вельмі малыя, а часам наогул нерэальныя і супярэчаць рэальнасці. На беларускую мову гэтыя сказы перакладаюцца ўмоўным ладам (формай прошлага часу з часціцай ***бы***).

У сказах умовы другога тыпу ў даданым сказе ўжываецца дзеяслоў у форме **прошлага** ці **працяглага прошлага часу (Past Simple /Past Continuous)**, а ў галоўным сказе – складаная форма ўмоўнага ладу: дзеясловы **should** / **would** і просты інфінітыў дзеяслова без часціцы **to**. Калі ж у даданым сказе ўжываецца дзеяслоў **to be**, то формай умоўнага ладу будзе **were** для ўсіх асоб. Акрамя дзеясловаў **should** / **would** у галоўным сказе могуць ужывацца мадальныя дзеясловы **could** / **might**.

If **+ Past Simple, *would* + Simple Infinitive**

If I **had** a lot of money, I **would go** travelling. – Калі б у мяне было шмат грошай, я б адправіўся падарожнічаць.

I **would do** it if I **had** the time. – Я зрабіў бы гэта (цяпер), калі б у мяне быў час.
If I **were** you, I **would discuss** it with your parents. – Калі б я быў на тваім месцы, я абмеркаваў бы гэта з тваімі бацькамі.

4. Conditional III. Сказы ўмовы гэтага тыпу выражаюць **абсалютна нерэальныя** ўмовы, паколькі ў іх гаворыцца пра падзеі, якія ўжо адбыліся ці не адбыліся **ў мінулым**. Той, хто гаворыць, ужывае гэтую мадэль тады, калі хоча паведаміць пра **ўпушчаную магчымасць**. Дзеянне галоўнага сказа таксама адносіцца да мінулага. На беларускую мову гэтыя сказы перакладаюцца ўмоўным ладам (формай прошлага часу з часціцай ***бы***).

У галоўных сказах ужываюцца дзеясловы **would** (мадальныя **could** / **might**) з перфектным інфінітывам без **to**, а ў даданых сказах – дзеясловы ў форме прошлага завершанага часу **(Past Perfect)**.

If **+ Past Perfect, *would* + Perfect Infinitive**

If I **had had** time, I **would have finished** reading the novel. – Калі б у мяне (тады) быў час, то я ўжо закончыў бы чытаць раман.
I **would have done** it if I **had had** the time. – Я б зрабіў гэта (тады), калі б у мяне быў час.
If he **had arrived** on time, he **would have heard** the news. – Каб ён прыбыў у час, ён бы пачуў навіну.

5. Mixed Conditionals. Сярод сказаў умовы могуць быць і такія, калі ўмова і вынік, г.зн. даданы сказ і галоўны сказ, адносяцца да рознага часу. Ужыванне формаў умоўнага ладу падпарадкоўваецца ў іх агульнаму правілу: цяперашнія ці будучыя дзеянні перадаюцца неперфектнымі формамі, а дзеянні, што адносяцца да мінулага, – перфектнымі.

Напрыклад, умова (даданы) адносіцца да прошлага часу, а вынік (галоўны сказ) – да цяперашняга ці будучага.

If **+ Past Perfect, *would* + Simple Infinitive**

If we **hadn't missed** the train, we **would be** at home now. – Калі б мы не спазніліся на цягнік, мы былі б зараз дома.

***If* + Past Simple, *would* + Perfect Infinitive**

If she **weren't** / **wasn't** so hard-working, she **wouldn't have passed** the exams. – Калі б яна не была такой працавітай, яна б не здала гэтыя экзамены.

6. Wishes and regrets. Шмат агульнага маюць са складаназалежнымі сказамі з дадзенымі ўмовы граматычныя структуры, што выражаюць пажаданні і шкадаванні (wishes and regrets). Калі неабходна выказаць шкадаванне наконт цяперашняга (аб тым, што нешта ў ім зусім не такое, як нам бы хацелася) ці жаданне змяніць цяперашняе, то пасля фраз **I wish** і **If only** выкарыстоўваецца **Past Simple**. Каб перадаць шкадаванне з нагоды здольнасцей выкарыстоўваецца **could**. Калі неабходна выказаць шкадаванне наконт мінулага (шкадаванне, што мы штосьці не зрабілі ў мінулым ці зрабілі не так), то пасля **I wish** і **If only** (больш эмацыянальна афарбавана, чым I wish) выкарыстоўваецца **Past Perfect**.

I wish / If only + Past Simple

I wish / If only + Past Perfect

Reality: I'm not as tall as I would like to be. I can't play in the school basketball team. – **Unreal wish/regret:** I wish I **were** taller. (I could play basketball in the school team.)

Reality: I **can't speak** English very well yet, so I'm not ready for the competition. – **Unreal wish/regret:** If only I **could speak** English better. (Then I would be able to take part in the English-Speaking Union competition.)

Reality: I **told** him the truth and it made him upset. – **Unreal wish/regret**: If only I **hadn't told** him the truth. (He wouldn't have become so upset.)

Reality: He **didn't work** hard and, as a result, failed his exam. – **Unreal wish/regret:** I wish he **had worked** harder. (He wouldn't have failed his exam then.)

Пры выказванні пажаданняў і шкадаванняў спрацоўвае правіла backshift – зрух назад у часе. Калі ў рэальнасці гаворка ідзе пра сучаснае і выкарыстоўваецца дзеяслоў Present Simple, то ў сказах з wishes / regrets ужываецца Past Simple. Калі ў рэальнасці гаворыцца пра мінулае і выкарыстоўваецца Past Simple, то ў сказах з wishes / regrets ужываецца Past Perfect. Такім чынам перадаецца нерэальнасць шкадаванняў/пажаданняў. Акрамя таго, пажаданні/шкадаванні павінны быць супрацьлеглымі сучаснаму (гл. прыклады).

Абодва тыпы wishes/regrets могуць з лёгкасцю трансфармавацца ў складаназалежныя сказы з даданымі ўмовы (гл. прыклады).

UNIT 2

Future Perfect – Будучы завершаны час

Час **Future Perfect**– яшчэ адзін англійскі час, які канкрэтызуе будучае дзеянне. Як і ўсе часы групы Perfect, ён выражае дзеянне, якое здейснілася, толькі на гэты раз дзеянне, якое будзе адбывацца ў будучым. З самой назвы часу зразумела, як ён утвараецца – да дапаможнага дзеяслова будучага часу далучаецца перфектная форма сэнсавага дзеяслова.

He **will have become** famous by then. **Will** he **have become** famous by then? He **won't have become** famous by then.

Час Future Perfect перадае будучае дзеянне, якое здзейсніцца да пэўнага моманту ў будучым. Момант у будучым можа выражацца канкрэтным часам ці іншым будучым дзеяннем.

I want to get a job in a month. I **will have finished** my studies by then. – Я хачу праз месяц знайсці работу. Да таго часу я закончу вучобу.

Звычайна час, да якога завершыцца будучае дзеянне, абазначаны ў сказе з дапамогай выразаў ***by да***, ***by then да таго часу, тады***, ***by the time да таго часу***, ***before да*** і інш.

I **will have finished** my homework **by** ten. – Да дзесяці гадзін я закончу выконваць дамашняе заданне.
We **will have built** our new house **by** the beginning of the next year. – Мы дабудуем наш новы дом да пачатку наступнага года.
My parents are celebrating their wedding anniversary next year. They **will have been married** for 20 years. – У наступным годзе мае бацькі святкуюць гадавіну свайго вяселля. Яны будуць разам ужо 20 гадоў.
Unfortunately, we won't meet in Minsk. **By the time** you arrive, we **will have** already **left** for Moscow. – На жаль, мы не сустрэнемся ў Мінску. Да таго часу як вы прыедзеце, мы ўжо паедзем у Маскву.

Future Perfect Continuous – Будучы завершаны прадоўжаны час

Для ўтварэння **Future Perfect Continuous** да дапаможнага дзеяслова будучага часу далучаецца перфектна-прадоўжаная форма сэнсавага дзеяслова.

By the New Year she **will have been working** as a teacher for five months. – **Will** she **have been working** as a teacher for six months? – She **won't have been working** there for six months by the New Year.

Future Perfect Continuous ужываецца для перадачы будучага працяглага дзеяння, якое пачнецца раней, чым іншы будучы момант ці дзеянне, і ўсё яшчэ будзе працягвацца ў гэты момант.
We are leaving for London in May. When you come there in August, we **will have been staying** in England for three months. – Мы паедзем у Лондан у маі. Калі ты прыедзеш туды ў жніўні, мы будзем знаходзіцца ў Англіі ўжо тры месяцы.
I **will have been working** at the project for a month when you join me. – Калі ты да мяне далучышся, я ўжо месяц буду працаваць над праектам.

Паколькі гэты час належыць да часоў групы Perfect Continuous, у сказе абавязкова павінен указвацца перыяд, на працягу якога будзе адбывацца дзеянне. Для пера-

дачы гэтага перыяду часта выкарыстоўваецца спалучэнне ***by … for***.

By the end of this year, we will have been running our own company ***for*** five years. – Да канца гэтага года мы будзем кіраваць сваёй кампаніяй ужо пяць гадоў.
By the time my friends from Great Britain arrive, I will have been learning English ***for*** nine years. – Да таго часу як прыедуць мае сябры з Вялікабрытаніі, я буду вывучаць англійскую мову ўжо дзевяць гадоў.

UNIT 3

Participial clauses – Дзеепрыметнікавыя звароты

Present Participle (Participle I) утвараецца з дапамогай канчатка **-ing,** які дабаўляецца да дзеяслова ў форме інфінітыва: go – going.

Past Participle (Participle II) правільных дзеясловаў утвараецца з дапамогай канчатка **-ed**, які дабаўляецца да інфінітыва: ask – ask**ed. Past Participle** няправільных дзеясловаў адпавядае 3-й форме дзеяслова – V3, і гэтыя формы трэба запомніць.

1. У англійскай мове дзеепрыметнікі ў спалучэнні з залежнымі словамі ўтвараюць дзеепрыметнікавыя звароты.

There were hundreds of seabirds there **dying in the oil spill.**
Most of the waste **produced by people** can be recycled.
Not knowing about the threats to the environment, people continue wasting water and other natural resources.
Killed by the locals for food, gorillas are in danger of extinction.

2. Дзеепрыметнікавыя звароты могуць выкарыстоўвацца пасля назоўнікаў, да якіх яны адносяцца.

We can offer you a job **looking after animals**.
Greenhouse gases produce a terrible effect **called global warming**.

Дзеепрыметнікавыя звароты па сваёй функцыі могуць быць аналагічныя даданым адносным сказам, за тым толькі выключэннем, што яны ўтрымліваюць дзеепрыметнікі замест асабовых формаў дзеяслова з **which, who, that**.

What's the name of the science **studying** living organisms and their environment (= **which studies** living organisms and their environment)?
Most of the endangered animals **killed** in Africa are killed by poachers (= **which are killed** in Africa are killed by poachers).

3. Дзеепрыметнікавыя звароты выкарыстоўваюцца падобна як даданыя акалічнасныя сказы часу, умовы, прычыны, выніку і г.д. (без злучнікаў). Дзеепрыметнікавыя звароты робяць маўленне больш фармальным, чым даданыя сказы, і звычайна выкарыстоўваюцца ў пісьмовай мове.

Used economically, fresh water will last longer on our planet. (= If it is used economically, ...)
Having destroyed the rainforests in Borneo, the local authorities had to start the process of reforestation. (= As the rainforests in Borneo have been destroyed, ...)
Looking for food, polar bears move further and further southwards. (= When they are looking for food, ...)
The oil spill off the coasts of Florida polluted the ocean, **completely ruining some of the wildlife.** (= ... so that it completely ruined some of the wildlife)

Дзеепрыметнікавыя звароты могуць уключаць дзеепрыметнікі, утвораныя ад дзеясловаў be, have, wish, know, якія звычайна не выкарыстоўваюцца ў прадоўжаных часах (progressive tenses).

Being unable to feed their families, some Africans turn to killing rare animals in order to survive.
Knowing the situation very well, they set up a water-saving campaign.

4. Звычайна дзейнік дзеепрыметнікавага звароту супадае з дзейнікам галоўнага сказа.

Steve Irwin spent most of his life in conservation, **educating Australians and people all over the world.** (Steve Irwin spent his life in conservation and he educated people.)

Лічыцца памылкай будаваць сказы, у якіх дзейнік дзеепрыметнікавага звароту не супадае з дзейнікам галоўнага сказа. Такія дзеепрыметнікавыя звароты называюцца misrelated ці dangling participles.

~~**Looking out of the plane window**, there was a huge oil spill on the surface of the ocean.~~

(Усё выглядае так, быццам нафтавая пляма ў акіяне глядзела ў акно самалёта. Параўнайце з чэхаўскім «Проезжая мимо станции, у меня слетела шляпа».)

Misrelated participles лічацца нормай, калі яны выражаюць адносіны таго, хто гаворыць.

Generally speaking, very few people in the world are really worried about the future of the planet.
Judging from the statistics, about 80% of the rainforest have been destroyed in Borneo in the last 30 years.
Considering the human impact on the environment, our future looks very sad.
Supposing there was no fresh water, how would humanity survive?
Taking everything into consideration, people should take immediate action to save the Earth.

5. Дзеепрыметнікавыя звароты могуць мець уласны дзейнік.

Many countries taking environmental issues seriously, we can hope to achieve something tangible in the future.
All the resources having been spent, people will start taking environmental issues seriously.
His effort highly recognized, Geldof was given an honorary knighthood.

Калі дзеепрыметнікавы зварот выражае спадарожныя акалічнасці, ён уводзіцца з дапамогай **with**.

With huge efforts having been made to save the endangered species, we can boast of some positive results.

6. Дзеепрыметнікавыя звароты могуць выкарыстоўвацца пасля многіх прыназоўнікаў і злучнікаў.

When using water for household chores, try to cut down the amounts you use.
Once destroyed, rainforests are difficult to restore.

UNIT 4

The Conjunction – Злучнік

Злучнікамі называюцца службовыя словы, якія ўжываюцца для сувязі членаў сказа і сказаў. У залежнасці ад функцыі, што выконваюць у сказе злучнікі, яны падзяляюцца на **злучальныя**, якія звязваюць аднародныя члены сказа і аднародныя сказы, і **падпарадкавальныя**, з дапамогай якіх дадзены сказ далучаецца да галоўнага.

Злучальныя злучнікі можна раздзяляць на спалучальныя, супастаўляльныя (супрацiўныя) і размеркавальныя.

Спалучальныя **(and, as well as, both ... and, neither ... nor, not only ... but also).**

The air was clean **and** fresh. – Паветра было чыстае і свежае.
Chris has a big screen TV, **and** he likes to watch music videos. – У Крыса тэлевізар з шырокім экранам, і яму падабаецца глядзець музычныя відэакліпы.
I don't like soap operas, **but** I enjoy watching sitcoms. – Мне не падабаюцца мыльныя оперы, але я люблю глядзець гумарыстычныя серыялы.
Both the brother **and** the sister were very clever. – Як брат, так і сястра, былі вельмі разумныя.
We could find him **neither** in the shop **nor** in the street. – Мы не маглі знайсці яго ні ў магазіне, ні на вуліцы.

Супастаўляльныя (***супрацiўныя***) **(but, while, still, yet** (*тым не менш*), **whereas** (*у той час як*)**.**

I wish I could go **but** I am too busy. – Я хацеў бы пайсці, але я вельмі заняты.
The waters of the sea were deep, **yet** clear. – Марскія воды былі глыбокімі, але празрыстымі.

Размеркавальныя **(either ... or, or).**

We must hurry **or** we'll be late. – Нам трэба спяшацца, інакш мы спознімся.
We'll go there **either** by car **or** by bus. – Мы адправімся туды або на аўтамабілі, або аўтобусам.

Падпарадкавальныя (that, after , as, as ... as, since, so that, as soon as, because, for (*накольні, інакш*)**.**

He said **that** he had found a new job. – Ён сказаў, што (ён) знайшоў новую работу.
I watched TV **after** I finished my homework. – Я глядзела тэлевізар пасля таго, як падрыхтавала ўрокі.
Shut all the windows **before** you go. – Закрый усе вокны перад выхадам.
I get up **as** early **as** you do. – Я ўстаю гэтак жа рана, як і вы.

Па сваёй структуры злучнікі падзяляюцца:

• на ***простыя***, што складаюцца з аднаго кораня: **and** *і*; **till** *пакуль*; **that** *што*; **but** *а, але*; **if** *калі*; **after** *пасля таго як*;

• ***вытворныя***, што маюць у сваім складзе суфіксы ці прэфіксы: **unless** *калі... ні*; **until** (*да той пары*) *пакуль*;

• ***складаныя***, што ўтвораны з двух каранёў: **therefore** (there + fore) *таму*; **however** (how + ever) *тым не менш*;

• ***састаўныя,*** што складаюцца з некалькіх слоў: **as soon as** *як толькі*; **as if** *быццам*; **in order to** *каб*, **as well as** *таксама як*, **both ... and** *як... так і* і інш.;

• ***парныя:*** **both... and** *і... і, як... так і*; **either... or** *або... або*; **neither... nor** *ні... ні*; **not only... but** – *не толькі..., але і*.

Злучальныя словы адрозніваюцца ад злучнікаў тым, што яны не толькі аб'ядноўваюць дадаты сказ з галоўным, але і ўваходзяць у склад даданага сказа ў якасці аднаго з яго членаў. У якасці злучальных слоў выступаюць прыслоўі і ад-

носныя займеннікі: **when** *калі*; **where** *дзе*; **how** *як*; **why** *чаму*; **who** *хто, які*; **whose** *чый*; **what** *што*; **which** *які*; **that** *што*.

It has often been said **that** British people's favourite topic of discussion is the weather. – Часта гавораць, што надвор'е з'яўляецца любімай тэмай для абмеркавання ў насельніцтва Вялікабрытаніі.
I wonder **who** knows the truth. – Цікава, хто ведае праўду.
They are speaking about the inventor **whose** article I showed you yesterday. – Яны гавораць пра вынаходніка, чый артыкул я паказаў вам учора.
I don't know **what** delayed him. – Я не ведаю, што затрымала яго.

Адрозненне розных часцін мовы, што супадаюць па форме

Некаторыя злучнікі супадаюць па форме з прыназоўнікамі і прыслоўямі. Пытанне аб тым, да якой часціны мовы адносяцца такія словы, вырашаецца ў залежнасці ад іх ролі ў сказе.

He always rings me up **before** I go to school. Ён заўсёды тэлефануе мне, перш чым я іду ў школу (before – злучнік).
I shall go there **before** dinner. *Я пайду туды* ***да/(перад)*** *абеду* (*абедам*) (before – прыназоўнік).
I have seen him **before**. *Я бачыў яго* ***раней*** (before – прыслоўе).

The article – Артыкль

Артыкль – службовае слова, якое выкарыстоўваецца перад назоўнікам. Існуюць два артыклі: азначальны **a (an)** і неазначальны **the**. У беларускай мове артыклі адсутнічаюць.

The Indefinite Article (Неазначальны артыкль)

Неазначальны артыкль мае дзве формы. Форма ***an*** выкарыстоўваецца перад словамі, якія пачынаюцца з галоснага гука ці калі слова пачынаецца з зычнай літары *h*, якая не вымаўляецца. Напрыклад: *an apple, an old man, an hour.*

Артыкль ***a*** ўжываецца перад словамі, якія пачынаюцца з зычнага гука ці перад якімі стаіць азначэнне, што пачынаецца з зычнага гука. Напрыклад: *a doctor, a big dog.*

Калі перад назоўнікам стаіць слова half (*палавіна*), ўжываецца неазначальны артыкль: *half an hour*.

Сваім паходжаннем неазначальны артыкль абавязаны слову **one** (адзін). Таму ў большасці выпадкаў неазначальны артыкль ставіцца перад падлічвальнымі назоўнікамі ў адзіночным ліку. Ён указвае на прыналежнасць прадмета да якой-небудзь катэгорыі ці класа аднародных прадметаў або паняццяў. Неазначальны артыкль таксама выкарыстоўваецца, калі гаворка ідзе пра чалавека ці прадмет, што згадваюцца ўпершыню.

He is **a** student. *A student* абазначае якога-небудзь (аднаго з, любога) студэнта.

Аднак у некаторых выпадках, каб удакладніць сэнс сказа, яго можна перакласці словамі “адзін”, “які-небудзь”, “любы” (выбар залежыць ад сэнсу сказа).

Give me an English book to read, please. – Дай мне, калі ласка, пачытаць якую-небудзь англійскую кніжку.
A plan is useful. – Кожны (усякі) план карысны.

Непадлічвальныя назоўнікі не выкарыстоўваюцца з неазначальным артыклем, напрыклад: *rice, water*.

Неазначальны артыкль таксама трэба выкарыстоўваць:

– перад падлічвальнымі назоўнікамі ў адзіночным ліку пасля слоў **as, such, rather, what, quite**;

– перад назоўнікам у адзіночным ліку ў выпадках, калі ў сказе ёсць зварот **there is**:

There is a table in the room.

– ва устойлівых словазлучэннях: to be a success, to have a look, to have a good time.

The Definite Article (Азначальны артыкль)

Азначальны артыкль **the** ўтвораны ад указальнага займенніка **that** той. Ён выкарыстоўваецца перад назоўнікам як у адзіночным, так і ў множным ліку: *the cat, the cats, the rice*. Азначальны артыкль ужываецца:

– калі з сітуацыі ці кантэксту зразумела, што гаворка ідзе менавіта пра гэты пэўны прадмет ці чалавека:

Where are **the** keys? (ключы ад дзвярэй нашай кватэры)

– калі прадмет ужо згадваўся ў размове, тэксце.

Look, a cat (нейкая кошка / прадстаўнік сямейства кашачых) is sitting on the bench. I think **the** cat (тая самая кошка на лаўцы, пра якую толькі што ішла размова) is hungry.

– для выдзялення асобы ці прадмета ўнутры нейкай катэгорыі, класа прадметаў ці паняццяў. Параўнайце:

Give me a book. – Дай мне якую-небудзь кнігу. Give me **the** book. – Дай мне гэтую кнігу.

– калі размова ідзе пра пэўную асобу ці прадмет:

Where is **the** pen? – Дзе ручка? (вядома нам)

– калі ў назоўніка ёсць удакладняльнае азначэнне:

You are **the man** we are looking for. – Ты той чалавек, якога мы шукаем.

– перад назоўнікам, калі яму папярэднічае прыметнік у найвышэйшай ступені ці парадкавы лічэбнік:

What is **the** longest river in the world? He was **the** first to come.

– перад назоўнікам у адзіночным ліку для абазначэння класа ці катэгорыі прадмета:

The koala bear lives in Australia.

– калі прадмет ці паняцце з'яўляецца па-свойму адзіным:

the world, the sun, the moon. The sun rises in the east and sets in the west;

– з фразамі, што абазначаюць тып геаграфічнага ландшафту:

in the city, in the country, in the forest, at the seaside, in the desert, in the jungle;

– перад назвамі некаторых краін і гарадоў:

The Netherlands, the Philippines;

– з назвамі тэатраў, музеяў, карцінных галерэй, кінатэатраў і гасцініц:

The Bolshoi Theatre, The Opera House, The Hermitage, The Tate Gallery, The Hilton;

– з назвамі арганізацый:

The United Nations (the UN), The EU (the European Union);

– з назвамі большасці палітычных і дзяржаўных установ:

The Kremlin, The House of Lords, The Army, The Defense ministry;

– калі назоўніку папярэднічае азначэнне: *next, very, only, last, main, following, same:*

It is **the** last chance to correct the mistake.

– у выразах *at the doctor's, at the baker's, at the chemist's* і інш.;

– у выразах *in the morning, in the evening, in the afternoon* і інш.

Калі назоўнік, што мае азначальны артыкль **the**, прымае множны лік, то артыкль захоўваецца ў адрозненне ад неазначальнага **a (an)**, які апускаецца. Параўнайце: *a step* (*кожны*) *крок – steps* (*любыя*) *крокі.* Але: *the dress* (*гэтая*) *сукенка – the dresses* (*гэтыя*) *сукенкі.*

Артыкль не ўжываецца:

– перад назоўнікам, што абазначае абстрактнае паняцце:

Crime is a problem in most big cities (*злачыннасць сама па сабе, а не нейкае канкрэтнае злачынства*). Life has changed a lot in the last two years (*жыццё само па сабе, наогул*);

– з назоўнікамі ў множным ліку і непадлічвальнымі назоўнікамі, калі гаворка ідзе пра прадметы наогул, г.зн. яны ніяк не канкрэтызуюцца:

I hate **ice-cream** (*я не люблю не канкрэтны гатунак марожанага, а марожанае наогул*);

– у многіх устойлівых фразах: *to have breakfast /lunch / dinner/ supper; go to bed, go to school, go to church, at home;*

– перад імёнамі ўласнымі: *Belarus, London, Mr. Johnson.* (**Але!** Перад прозвішчамі, ужытымі ў множным ліку для абазначэння членаў адной і той жа сям'і, ставіцца азначальны артыкль: The Johnsons (*сям'я Джонсанаў*));

– перад назвамі пораў года, месяцаў і дзён тыдня:

English classes are on Monday.

– ва ўстойлівых фразах: *day by day, by chance, by accident, by mistake, by email, by name, by heart, by hand, on foot, on time, on sale, on screen, in fact, in future, in mind, in love, in time, in bed, in life, at home, at night, at present, at first sight, at work, at times;*

– у фразах, якія перадаюць спосабы перамяшчэння на транспартных сродках: *by bus, by plane, by air, by train, by car, on foot;*

– у газетных і часопісных загалоўках.

Articles with geographical names – Выкарыстанне артыкляў з геаграфічнымі назвамі

Артыклі не ўжываюцца:

1) з назвамі краін і гарадоў:

London, England, Minsk, Italy;

Выключэнні: *The Hague* (*Гаага*); *The Netherlands* (*Нідэрланды*), *The Philippines;* краіны, у назвах якіх прысутнічаюць такія тэрміны, як «Штаты», «Рэспубліка», «Федэрацыя», «Каралеўства»:

The United States of America, The United Kingdom, The Russian Federation;

2) з назвамі кантынентаў:

Africa, America;

3) з назвамі асобных астравоў і паўастравоў:

Madagascar, Fair Isle, Cuba;

4) з назвамі асобных горных вяршынь:

Elbrus, Everest.

Азначальны артыкль ужываецца:

1) з назвамі груп астравоў:

The Canaries (Канарскія астравы), The Kuriles (Курыльскія астравы);

2) з назвамі горных ланцугоў і хрыбтоў:

The Urals, The Alps, The Andes;

3) з назвамі пустынь:

The Gobi, The Sahara;

4) з назвамі рэк:

The Thames, the Dnepr;

5) з назвамі азёраў:

The Baikal, The Erie; аднак, калі слова Lake прысутнічае перад назвай, артыкль не выкарыстоўваецца: *Lake Baikal, Lake Erie, Loch Ness (loch = lake);*

6) з назвамі мораў, акіянаў, каналаў і вадаспадаў:

The Black Sea, The Dead Sea; The Pacific Ocean, The Indian Ocean; The Suez Canal; The Victoria Fall, The Niagara Fall.

UNIT 5

Modals + Perfect Infinitive – Мадальныя дзеясловы з перфектным інфінітывам

Дзеясловы **should, could, might, ought to, must** + Perfect Infinitive выкарыстоўваюцца ў адносінах да прошлага часу.

1. Should/ ought to + Perfect Infinitive – выкарыстоўваюцца для выражэння ганьбавання ці папроку (*варта было б*).

You **should have visited** the Grand Canyon. You never know when you will have a chance to go to that part of the country again. – Табе трэба было б пабываць у Вялікім Каньёне. Ніколі не ведаеш, калі выпадзе шанц пабываць у гэтай частцы дзяржавы зноў.

2. Could/ might / may + Perfect Infinitive – выкарыстоўваюцца для перадачы верагоднасці дзеяння ў мінулым.

I don't know why he hasn't arrived yet. He **might have lost** his way or he **may have taken** the wrong bus. – Я не ведаю, чаму ён яшчэ не прыехаў. Магчыма, ён заблудзіўся ці сеў не ў той аўтобус.

3. Must / can't + Perfect Infinitive – выкарыстоўваюцца для перадачы ўпэўненасці.

He **must have** walked along way. Look at his dusty boots! – Ён, напэўна, шмат прайшоў. Паглядзі на яго пыльныя чаравікі.

UNIT 6

Present Perfect Passive – Цяперашні завершаны час у пасіўным (залежным) стане

Present Perfect Passive – пасіўная форма Present Perfect Simple – выкарыстоўваецца для перадачы дзеяння ці стану, што пачаліся ў мінулым і ўжо завяршыліся да моманту маўлення, калі неабходна падкрэсліць, што вынік таго, што адбылося, мае значэнне ў сучасны момант. Час дзеяння і акалічнасці ці зусім не ўказваюцца, ці час абазначаецца няпэўна – з дапамогай неазначальных прыслоўяў ці слоў, што абазначаюць незакончаныя перыяды часу.

Пасіўны стан абазначае, што таму, хто гаворыць, важней указаць не кім утвараецца дзеянне, а над кім ці чым яно ўтвараецца.

Present Perfect Passive ўтвараецца з дапамогай дапаможнага дзеяслова **to be – have been + Past Participle:**

Сцвярджальная форма	Адмоўная форма	Пытальная форма
have / has > been done	haven't / hasn't > been done	Have ... / Has ... > been done?

Over the centuries Belarus **has been attacked** many times. – На працягу вякоў (стагоддзяў) Беларусь была атакавана мноства разоў.

The town I live in **hasn't** ever **been renamed**. – Горад, у якім я жыву, ніколі не быў перайменаваны.

Have you ever **been told** the history of your native town? – Вам калі-небудзь расказвалі гісторыю вашага горада?

Фармальны дзейнік *IT* з прыметнікамі

Фармальны дзейнік "It" выкарыстоўваецца ў безасабовых зваротах з прыметнікамі і на беларускую мову не перакладаецца.

It is necessary – неабходна
It is possible – магчыма
It is rude – няветліва
It is believed – мяркуецца

Пасля прыметніка дзеяслоў ужываецца ў інфінітыве. Напрыклад:

It's rude to speak with a full mouth. – Няветліва размаўляць з поўным ротам.

Prepositions used to express intentions – Прыназоўнікі, што выкарыстоўваюцца для перадачы намеру

У англійскай мове выкарыстоўваюцца наступныя прыназоўнікі для перадачы намераў, мэт, задумак: **to, in order to, so as to, so that** (*для таго каб*); пасля **to, in order to, so as to** неабходна выкарыстоўваць інфінітыў дзеяслова.

Belarusian people like going to the country **in order to**/ **so as**/ **to have** a picnic with their family. – Беларусы любяць выязджаць за горад для таго, каб наладзіць пікнік з сям'ёй.

So that выкарыстоўваецца ў складаназалежных сказах. Пасля яго выкарыстоўваецца не інфінітыў, а дадаты сказ.

Belarusian people like going to the country **so that** they can have a picnic with their family. – Беларусы любяць выязджаць за горад, таму што там яны могуць наладзіць пікнік са сваёй сям'ёй.

Relative pronouns – Адносныя займеннікі

Адносныя займеннікі **which, who (whom), that, whose** і прыслоўе **where** служаць для сувязі даданых сказаў з галоўным. Яны адрозніваюцца ад злучнікаў тым, што не толькі звязваюць даданы сказ з галоўным, але і з'яўляюцца членамі даданага сказа.

Who (whom) выкарыстоўваецца ў адносінах да асоб.

A king is a person **who** rules the country. – Кароль – гэта той чалавек, які кіруе краінай.
A queen **who** built this castle ruled for a long time. – Каралева, якая пабудавала гэты замак, кіравала шмат гадоў.

Which ужываецца ў адносінах да неадушаўлёных прадметаў і жывёл.

The lion **which** was closer to me started running. – Леў, які быў бліжэй да мяне, пабег.

That адносіцца як да адушаўлённых, так і да неадушаўлёных прадметаў.

The queen **that** ruled the country for more than forty years has done a lot of things for her country. – Каралева, якая кіравала больш за сорак гадоў, шмат зрабіла для сваёй краіны.
The most important thing **that** she did was transforming her castle into a museum. – Самае важнае, што яна зрабіла, было пераўтварэнне яе замка ў музей.

Whose выкарыстоўваецца ў адносінах да асоб, але часам і да прадметаў. У беларускай мове адпавядае слову "які" (у родным склоне – "якога").

Knights were soldiers **whose** lives belonged to the king. – Рыцары былі салдатамі, жыццё якіх належыла каралю.

Where выкарыстоўваецца для абазначэння месца.

Dover Castle is the castle **where** you can see the old traditions of the country. – Замак Дуўр – гэта месца, дзе можна ўбачыць старыя традыцыі краіны.

UNIT 7

Verbs with prepositions – Выкарыстанне дзеясловаў з прыназоўнікамі

Часта выкарыстанне таго ці іншага прыназоўніка ў англійскай мове залежыць толькі ад папярэдняга дзеяслова.

Прыназоўнік *into*

1. divide into (parts)	раздзяліць на часткі
2. get into the habit	увайсці ў звычку
3. translate into (a language)	перакласці на (мову)
4. run into smth	урэзацца ў што-н.
5. develop into smth	развіцца/стаць кім-н.
6. turn into smth	ператварыцца ў што-н.
7. talk smb into doing smth	угаварыць каго-н. зрабіць што-н.

Прыназоўнік *on*

1. advise on smth	даваць рэкамендацыі па чым-н.
2. agree on smth	дамовіцца аб чым-н.
3. concentrate on smth	сканцэнтравацца на чым-н.
4. debate on smth	абмяркоўваць што-н.
5. decide on smth	прымаць рашэнне (па пытанні)
6. speak on smth	гаварыць (размаўляць) на якую-н. тэму
7. depend on smth	залежаць ад чаго-н.
8. rely on smb	разлічваць (спадзявацца) на каго-н.
9. spend on smth	траціць на што-н.

Прыназоўнік *to*

1. invite to smth	запрашаць на што-н.
2. lead to smth	прыводзіць да чаго-н.
3. listen to smb/smth	слухаць каго/што
4. speak to smb	гаварыць з кім-н.
5. agree to smth	згаджацца з кім-н.
6. apologise to smb	прасіць прабачэння ў каго-н.
7. belong to smb	належаць каму-н.
8. happen to smb	здарацца з кім-н.

Прыназоўнік *with*

1. experiment with animals	праводзіць доследы на жывёлах
2. share with smb	дзяліць з кім-н.
3. struggle with smb	змагацца з кім-н.
4. agree with smb	згаджацца з кім-н.
5. communicate with smb	мець зносіны (вадзіцца) з кім-н.
6. compete with smb	спаборнічаць з кім-н.
7. concern oneself with smth	займацца чым-н.
8. cope with smth	спраўляцца з чым-н.
9. cry with pain	крычаць ад болю
10. deal with smb	мець справу з кім-н.
11. surround smth with smth	акружаць што-н. чым-н.
12. sympathise with smb	спачуваць каму-н.

Прыназоўнік *of*

1. inform of smth	паведамляць пра што-н. (аб чым-н.)
2. know of smth	ведаць пра што-н.
3. get rid of smth	пазбаўляцца ад чаго-н.
4. speak of smth	гаварыць пра што-н.
5. taste of smth	мець прысмак чаго-н.
6. think of smth	думаць пра што-н.
7. warn of smth	перасцерагаць аб чым-н.
8. complain of smth	скардзіцца на што-н.

Прыназоўнік *about*

1. advise about smth	інфармаваць пра што-н. (аб чым-н.)
2. argue about smth	спрачацца пра што-н.
3. ask about smth	пытацца пра што-н.
4. complain about smth	скардзіцца на што-н.
5. decide about smth	прымаць рашэнне аб чым-н.
6. inform about smth	інфармаваць пра што-н.
7. care about smb	любіць каго-н.

Gerundial construction – Герундыяльны зварот (складаны дзейнік, выказнік, дапаўненне, азначэнне, акалічнасць)

Герундыяльны зварот,ці комплекс, складаецца з дзвюх частак.

Першая частка ўяўляе сабой:

а) *назоўнік* у прыналежным склоне (-'s) ці прыналежны займеннік (my, your, his, her, its, our, their) – у пісьмовай мове і ў фармальным маўленні.

His being so polite was very much unlike him. – Тое, што ён быў такі ветлівы, было вельмі незвычайна для яго.

б) ці назоўнік ў агульным склоне, а асабовы займеннік у аб'ектным склоне (me, you, him, her, it, us, them) – у звычайным маўленні (хоць зараз гэтая тэндэнцыя распаўсюджваецца і на пісьмовы стыль зносін, калі зварот выкарыстоўваецца ў ролі дапаўнення ў сказе).

I was surprised with **Jerry/ him being** so polite. – Я быў здзіўлены тым, што Джэры/ён быў такі ветлівы.

Другая частка – герундый, які называе дзеянне, што ўтварае асоба ці прадмет, названыя ў першай частцы комплекса (Active), ці дзеянне, утворанае ў адносінах да гэтай асобы (Passive).

Назоўнік / займеннік	+	Герундый

Герундыяльны комплекс уяўляе сабой адзін складаны член сказа і выконвае функцыі: дзейніка, выказніка, дапаўнення (беспрыназоўнікавага ці прыназоўнікавага), азначэння ці акалічнасці.

На беларускую мову звычайна перакладаецца даданым сказам, што ўводзіцца злучнікамі *то* (*тым*), *што* (*каб*); *як* і г.д. Пры перакладзе прыналежны займеннік ці назоўнік, што стаіць перад герундыем, становіцца дзейнікам, а герундый – выказнікам даданага сказа.

Герундый можа выступаць у сказе

1. У ролі дзейніка:

Your coming here is very desirable. – Ваш прыезд сюды вельмі пажаданы.

Сказы з герундыяльным зваротам у якасці дзейніка, як і ў выпадку з проста герундыем, у размове звычайна ўжываюцца з уводным **it**. Перад дзейнікам – герундыяльным зваротам – звычайна вытрымліваецца паўза.

It was very unpleasant, **his coming** so late. – Было вельмі непрыемна, што ён прыйшоў так позна.
It's no use **my telling** you a lie. – Мне бескарысна гаварыць вам няпраўду.

2. У ролі выказніка:

Seeing is believing. – Убачыць – значыць паверыць.

3. У ролі дапаўнення:

а) беспрыназоўнікавага прамога:

Forgive **my saying** it. – Прабачце, што я сказаў гэта.
Excuse **my (me) interrupting** you. – Даруйце, што я перапыняю вас.
Do you mind **my helping** you? – Вы не супраць, калі я дапамагу вам?
Would you mind **him (his) opening** the window? – Вы не супраць таго, каб ён адчыніў акно?

б) прыназоўнікавага ўскоснага:

I heard **of your coming** to us. – Я чуў, што вы прыязджаеце да нас.
He insisted **on her returning** home. – Ён настойвае на яе вяртанні дамоў.
You may rely **on my coming** back. – Ты можаш разлічваць на тое, што я вярнуся. (Я вярнуся. Можаш даверыцца мне.)
We heard **of** the **house being sold.** (Passive) – Мы чулі пра тое, што гэты дом прададзены.

4. У ролі азначэння (знаходзіцца пасля назоўніка, які вызначае):

I don't know <u>the reason of</u> **your leaving**. – Я не ведаю прычыны вашага ад'езду.

Калі назоўнік перад герундыем стаіць у агульным склоне, то пры замене яго займеннікам звычайна выкарыстоўваецца прыналежны займеннік:

I hadn't much <u>hope of</u> **his plan working**. – У мяне было мала надзеі (спадзявання) на тое, што яго план спрацуе.
I hadn't much <u>hope of</u> **its working**. – У мяне было мала надзеі (спадзявання) на тое, што яго план спрацуе.

5. У ролі акалічнасці (адносіцца да дзеяслова, адказваючы на пытанні *як?, дзе?, калі?, чаму?, навошта?* адбываецца дзеянне):

I entered the room without **his seeing** it. – Я ўвайшла ў пакой так, што ён і не ўбачыў гэтага.
After **his coming back** she locked the door. – Пасля яго вяртання яна закрыла (замкнула) дзверы на ключ.

Герундыю ў форме Indefinite адпавядае ў дадзеным сказе дзеяслоў, што выражае дзеянне, аднначасовае з дзеяннем дзеяслова галоўнага сказа, ці дзеянне, што адносіцца да будучага.

I am upset by **your writing** this article. – Я засмучаны тым, што ты пішаш гэты артыкул.

Герундыю ў форме Perfect адпавядае ў дадзеным сказе дзеяслоў, што выражае дзеянне, якое папярэднічае дзеянню дзеяслова галоўнага сказа.

I am upset by your **having written** this article. – Я засмучаны тым, што ты напісаў гэты артыкул.

<u>UNIT 8</u>

Modal verbs *can, could, be able to* (functions) – Мадальныя дзеясловы *can, could, be able to*

1. **Can** ужываецца для выражэння магчымасці ці здольнасці што-небудзь зрабіць.

а) ***Present*** (цяперашні час)

I **can** draw a horse. – Я магу намаляваць каня.
I **can't** draw a horse. – Я не магу намаляваць каня.

Спалучэнне **be able to** можна выкарыстаць замест **can**, але для цяперашняга часу дзеяслоў **can** з'яўляецца больш распаўсюджаным.

I **am able to** draw a horse. – Я магу намаляваць каня.

b) ***Past*** (прошлы час)

Could ці **was/were able to** выкарыстоўваецца для выражэння магчымасці ўтвараць дзеянне ў мінулым.

I **could** understand him. – Я мог яго зразумець.
I **was able to** understand him. – Я мог яго зразумець.

Заўвага
Could выкарыстоўваецца для перадачы магчымасці ці здольнасці што-небудзь зрабіць наогул, а не ў канкрэтнай сітуацыі. Для канкрэтнай сітуацыі ўжываецца **was/were able to**.

I **could** understand him. – Я мог яго зразумець. (Агульная сітуацыя – выкарыстоўваецца **could**.)
He spoke very quickly, but I **was able to** understand him. – Ён гаварыў вельмі хутка, але я змог яго зразумець. (Канкрэтная сітуацыя – выкарыстоўваецца **was able to**. Калі ў канкрэтнай сітуацыі ўжываць **could**, то гэта азначае «Я мог яго зразумець, але не зразумеў».)

c) ***Астатнія часы***

У астатніх часах (адрозных ад Present і Past) выкарыстоўваецца **be able to**.

2. **Could** ужываецца для выражэння магчымасці здзейсніць што-небудзь зараз ці ў будучым.

We **could** go to the cinema this evening. – Сёння вечарам мы можам пайсці ў кіно.

Выкарыстанне **could** носіць адценне няўпэўненасці (верагоднасці), што ў беларускай мове часам перадаецца часціцай **бы (б)**. (Мы маглі **б** пайсці ў Інтэрнэт-кафэ).

It **could** rain tonight. – Вечарам можа пайсці дождж.

Заўвага
У гэтай сітуацыі **could**, **may** і **might** можна выкарыстоўваць ўзаемазамяняльна.

3. Дзеяслоў **could** выкарыстоўваецца ў ветлівых формах, пры звароце.

Could you pass the salt, please? – Ці не маглі б вы перадаць мне соль?

Зводная табліца

Modal verb	Function	Example
can (**could** – past)	ability	*I can speak Japanese.*
	request (informal)	*Dad, can I go out now?*
can't (**couldn't** – past)	prohibition	*My dad says we can't see each other anymore.*
	impossibility	*It can't be Tom, Tom is in France now.*
could	possibility	*I could talk to the teacher, but I don't think it helps.*
	request	*Could you collect the kids from school today?*
be able to	ability	*She was able to complete the test in two hours.*

Unit 8, Lesson 5, ex. 3b

1. What modal verb is used to talk about prohibitions? What other verbs are used in this case? 2. If you are talking about physical ability in general, what modal verb is used? 3. In what situations do you use the verb *be able to*? 4. What modal verb do you use to ask your teacher for something? What if you are asking your granny or a friend? 5. What modal verbs are used to talk about possibility in English?

UNIT 9

Займеннік – Pronoun

Займеннікам называецца часціна мовы, якая ўказвае на асоб, прадметы і іх прыметы, не называючы іх. У сказе займеннік ужываецца замест назоўніка ці прыметніка.

1, 2, 3. Асабовыя, прыналежныя і зваротна-ўзмацняльныя займеннікі. Personal, possessive and reflexive / emphatic pronouns.

Асабовыя займеннікі		Прыналежныя займеннікі		Зваротна-ўзмацняльныя займеннікі
Назоўны склон	**Аб'ектны склон**	**Асноўная форма**	**Абстрактная форма**	
I *я*	**me** *мне, мяне*	**my** *мой*	**mine** *мой*	**myself**
you *ты*	**you** *табе, цябе*	**your** *твой*	**yours** *твой*	**yourself**
he *ён*	**him** *яго, яму*	**his** *яго*	**his** *яго*	**himself**
she *яна*	**her** *яе, ёй*	**her** *яе*	**hers** *яе*	**herself**
it *ён, яна, яно*	**it** *яго, яе, яму*	**its** *яго, яе*	**its** *яго, яе*	**itself**
we *мы*	**us** *нам, нас*	**our** *наш*	**ours** *наш*	**ourselves**
you *вы*	**you** *вам, вас*	**your** *ваш*	**yours** *ваш*	**yourselves**
they *яны*	**them** *іх, ім*	**their** *іх*	**theirs** *іх*	**themselves**

Асабовыя займеннікі. Займеннік **I** заўсёды пішацца з вялікай літары. Калі ў сказе ёсць іншыя асабовыя займеннікі ці назоўнікі, то **I** ставіцца пасля іх:

Yesterday my friend and **I** saw a new film.

Займеннік **he** абазначае асоб мужчынскага роду, **she** – жаночага. Гаворачы пра жывёл, займеннікі **he** ці **she** выкарыстоўваюць тады, калі хочуць падкрэсліць іх пол, а таксама ў казках, байках. **Выключэнне:** карабель ці аўтамабіль заўсёды **she**, самалёт – **it**.

Займеннік **it** замяняе назоўнік, які абазначае неадушаўлёны прадмет, абстрактнае паняцце, жывёліну ці расліну, а таксама назоўнікі **baby, child** – *дзіця* (калі не акцэнтуецца пол дзіцяці).

У якасці іменной часткі састаўнога выказніка магчымае ўжыванне асабовых займеннікаў як у назоўным, так і ў аб'ектным склоне. Пры гэтым формы назоўнага склону лі-

чацца кніжна-афіцыйнымі, а формы аб’ектнага склону – размоўнымі.

Who is there? – It is **I**. = It is **me**. (разм. форма) *Хто там? – Гэта **я**.*

Калі займеннік **it** стаіць на першым месцы ў сказе, але не замяняе назоўніка, ён з’яўляецца фармальным дзейнікам безасабовага сказа, дзе гаворыцца пра надвор’е, час, адлегласць, розныя вымярэнні і г.д.

It is cold. **It** is dark. – Холадна. Цёмна.
It was winter. – Была зіма.
It’s Saturday. **It**’s the 12th of February. = **It**’s February 12th. – Зараз субота. 12 лютага.

Кожнаму асабоваму займенніку адпавядае прыналежны займеннік, які выражае прыналежнасць і адказвае на пытанне **whose?** *чый?*

Прыналежныя займеннікі маюць дзве формы. Займеннікі першай, ці ***асноўнай,*** формы (займеннікі-прыметнікі) выконваюць функцыю азначэння і стаяць перад назоўнікам. Займеннікі другой, ці ***абсалютнай,*** формы замяняюць сам назоўнік.

Пасля прыналежных займеннікаў-прыметнікаў можа стаяць прыметнік **own** [əʊn] *свой, уласны*, узмацняючы значэнне займенніка.

He saw it with **his own** eyes. Ён бачыў гэта сваімі ўласнымі вачыма.

Канструкцыя **on** one’s **own** азначае *адзін, у адзіноце*, а таксама *самастойны, сваімі сіламі*.

I like being **on my own** – Я люблю бываць **у адзіноце.**
She does all the cooking **on her own**. – Яна ўсё гатуе **сама**.

У англійскай мове няма асобай формы прыналежнага займенніка, што адпавядае беларускаму займенніку ***свой***. Ён перакладаецца адным з прыналежных займеннікаў: **my, mine** і г.д. у залежнасці ад асобы і ліку дзейніка.

Я карыстаюся **сваімі** запісамі. – I use **my** notes.

Зваротныя займеннікі ўтвараюцца шляхам прыбаўлення да прыналежных займеннікаў **my, our, your**, асабовых займеннікаў **him, her, it, them** і неазначальнага займенніка **one** канчатка **-self** (у адзіночным ліку) і **-selves** (у множным ліку). У беларускай мове яны адпавядаюць часціцы **-ся**, якая далучаецца да дзеясловаў для таго, каб надаць ім зваротнае значэнне.

I cut **myself**. – Я парэзаў**ся**.
Please don't trouble **yourself**. – Калі ласка, не хвалюйцеся**ся**.

Пасля <u>непераходных дзеясловаў</u> зваротныя займеннікі выкарыстоўваюцца з прыназоўнікам (прыназоўнікавае дапаўненне).

Look **at yourself**. – Паглядзі **на сябе**.
She spoke very little **of herself**. – Яна вельмі мала гаварыла **пра сябе**.

Пасля дзеясловаў **to wash** *мыцца*, **to dress** *адзявацца*, **to shave** *брыцца*, **to bathe** *купацца*, **to hide** *хавацца*, **to relax** *расслабляцца* зваротныя займеннікі <u>звычайна апускаюцца</u>, калі няма неабходнасці падкрэсліваць, што чалавек зрабіў гэта сам.

He washed, dressed and left the house. – Ён памыў**ся**, адзеў**ся** і пакінуў дом.
Hide behind the tree. – Схавайце**ся** за дрэвам.

Зваротныя займеннікі выкарыстоўваюцца ў шэрагу распаўсюджаных выразаў.

Enjoy **yourself**! – Атрымлівай задавальненне! Атрымлівай асалоду ад жыцця!
Behave **yourself**! – Паводзь **сябе** прыстойна!
Help **yourself** / **yourselves**! – Частуй**ся**! Частуйце**ся**!

Узмацняльныя займеннікі маюць тую ж форму, што і зваротныя. Яны ўжываюцца з назоўнікамі ці асабовымі займеннікамі для ўзмацнення іх сэнсу і адпавядаюць займенніку ***сам*** (***сама, само, самі***). Яны могуць стаяць як у канцы сказы, так і пасля слова, значэнне якога ўзмацняюць.

I saw it **myself**. = I **myself** saw it. – Я **сам** гэта бачыў.

You have to do everything **yourselves.** – Вам прыйдзецца зрабіць усё **самім.**

У спалучэнні з папярэднім прыназоўнікам **(all) by** гэтыя займеннікі могуць абазначаць:

а) што дадзеная асоба ўтварае дзеянне даволі самастойна, без чыёй-небудзь дапамогі.

I did it **by myself**. – Я зрабіў гэта **сам.**

б) пасля непераходных дзеясловаў зварот **(all) by myself (himself**, etc.) можа мець значэнне (*зусім*) *адзін, у адзіночку* (= on one's own; alone).

I came (all) **by myself**. – Я прыехаў **адзін.**

4. Узаемныя займеннікі (Reciprocal pronouns). Да ўзаемных займеннікаў адносяцца займеннікі **each other, one another** *адзін аднаго*.

Займеннік **each other** звычайна адносіцца да дзвюх асоб ці прадметаў.

I think they love **each other**. – Я думаю, што яны кахаюць **адзін аднаго**.

One another дапускае больш чым дзве асобы, аднак у звычайнай гутарковай мове яны выкарыстоўваюцца без якіх-небудзь адрозненняў.

Узаемныя займеннікі ў прыналежным склоне **each other's, one another's** выкарыстоўваюцца ў функцыі азначэння.

We couldn't hear each other's words for the wind. – Мы не маглі пачуць слоў **адзін аднаго** з-за ветру.

5. Указальныя займеннікі (Demonstrative pronouns). Яны ўказваюць на асобу ці прадмет або на іх прыметы. Указальныя займеннікі **this** і **that** маюць формы множнага ліку: **this** *гэты*, **these** *гэтыя;* **that** *той*, **those** *тыя*. Да ўказальных займеннікаў адносяцца таксама **it** *гэта*, **such** *такі, падобны*; **(the) same** *той жа самы, тыя ж самыя*.

This pencil is mine. **These** pencils are mine, too. – **Гэты** аловак мой. **Гэтыя** алоўкі таксама мае.
Look at **that** picture. – Глянь на **тую** карціну.

Such перад падлічвальнымі назоўнікамі адзіночнага ліку ўжываецца з неазначальным артыклем **a (an)**, які ставіцца пасля займенніка.

It is **such an** interesting book. – Гэта такая цікавая кніга.

Падлічвальныя назоўнікі ў множным ліку ўжываюцца пасля займенніка **such** часцей без артыкля.

Don't ask me **such** difficult questions. – Не задавай(це) мне **такія** цяжкія пытанні.
I don't like **such** terrible weather.

Займеннік **same** заўсёды ўжываецца з азначальным артыклем **the**.

Read **the same** phrase once more. – Прачытай **гэтую ж** фразу яшчэ раз.
It's not quite **the same**. – Гэта не зусім тое ж самае.

The same таксама выкарыстоўваецца ва ўстойлівых выразах, пры адказах на віншаванні і пажаданні і г.д.

Happy New Year! / Good luck! – **The same** to you! – З Новым годам! / Жадаю ўдачы (поспеху)! – Вас **таксама**! І вам **таксама**!

6. **Пытальныя займеннікі (Interrogative pronouns).** Да пытальных займеннікаў адносяцца **who** *хто*; **what** *што, які*; **which** *каторы (які)*; **whose** *чый*; **whom** *каго, каму*.

Займеннік **who** выкарыстоўваецца ў адносінах да асоб (часам жывёл) і мае два склоны: назоўны – **who** і аб'ектны – **whom**.

Who took my book? – Ann took it. – **Хто** ўзяў маю кнігу? – Ганна ўзяла яе.

Увага! У пытаннях да дзейніка ў Present і Past Simple з пытальнымі займеннікамі **who (whom), what, which, whose** дапаможны дзеяслоў не выкарыстоўваецца. У пытаннях астатніх тыпаў (да дапаўнення, да азначэння і г.д.) выкарыстоўваецца дапаможны дзеяслоў **(do, did, ...)**.

Who did you see? – I saw **John**. – **Каго** ты бачыў? – Я бачыў **Джона**.

Калі пытанне адносіцца да іменнай часткі выказніка, дзеяслоў-звязка дапасуецца ў асобе і ліку да дзейніка.

Who is this girl? – **Хто** гэтая дзяўчына?
Who are your friends? – **Хто** тваe сябры?

Форма **whom** характэрная для афіцыйнай і кніжнай мовы, захоўваецца ў дакладах і дзелавых паперах, а ў гутарковай мове яна ўсё роўна замяняецца формай назоўнага склону – **who**.

Who (whom) did you call? – **Каму** ты званіў?

Форма **whom** можа выкарыстоўвацца з рознымі прыназоўнікамі, адпавядаючы ў беларускай мове займенніку **хто** ва ўскосных склонах з прыназоўнікамі.

To **whom** did you send the letter? – **Каму** ты паслаў ліст?

Прыназоўнік не можа стаяць перад формай **who**. У размоўным стылі, калі форма аб'ектнага склону **whom** замяняецца формай **who**, прыназоўнік ставіцца пасля дзеяслова, а пры наяўнасці дапаўнення – пасля яго, г.зн. звычайна ў канцы сказа.

Who are you going **to**? замест **To whom** are you going? – **Да каго** ты едзеш?

Займеннік **what** ужываецца як займеннік-назоўнік *што* (пра неадушаўлёныя прадметы) і як займеннік-прыметнік са значэннем *які, -ая, -ое, -ія* (у адносінах да асоб і прадметаў).

What is it (ці that)? – **Што** гэта такое?
What is lying on the table? – **Што** ляжыць на стале?
What do you mean? – **Што** ты маеш на ўвазе?
What traditions do you know about? – Пра **якія** традыцыі ты што-небудзь ведаеш?

Займеннік **what** у спалучэнні з прыназоўнікамі выконвае функцыю прыназоўнікавага ўскоснага дапаўнення, адпавядаючы ў беларускай мове займенніку *што* ва ўскосных склонах.

About what are you going to ask him? – **Пра што** ты збіраешся спытаць яго?

Звычайна прыназоўнік, як і ў выпадку з **who**, займае канцавую пазіцыю.

What did you cut it **with**? замест **With what** did you cut it? – **Чым** ты гэта разрэзаў?
What are you interested **in**? замест **In what** are you interested? – **Чым** вы цікавіцеся?

Займеннік **which** у значэнні *які, каторы* (*хто, што*) ужываецца у адносінах як да адушаўлёных, так і неадушаўлённых прадметаў. Выкарыстанне **which** мае на ўвазе выбар з абмежаванай калькасці асоб ці прадметаў (у іншых выпадках ужываюць **what** *што, які* ці **who** *хто*).

Which car's (is) yours? – **Якая** машына твая?

Параўнайце: **What** books did you buy? Якія кнігі вы купілі?

Пры ўжыванні **which** у якасці займенніка-назоўніка за ім часта ідзе прыназоўнік **of**.

Which of you is Greg? – **Хто з** вас Грэг?

Займеннік **whose** *чый* выключае выкарыстанне артыкля перад назоўнікам і заўсёды стаіць непасрэдна перад назоўнікам, да якога адносіцца.

Whose book is this (it)? – **Чыя** гэта кніга?

7. Адносныя займеннікі (Relative pronouns). Яны служаць для сувязі даданага сказа з галоўным і, акрамя таго, з'яўляюцца членамі даданага сказа (дзейніка, дапаўняльнага і інш.): **who** *хто*; **what** *што, які*; **which** *які*; **whose** *чый*; **that** *які*; **whom** *каго, каму*.

I see a boy **who** is drawing. – Я бачу хлопчыка, **які** малюе.
She is the only person **(whom)** I trust. – Яна – адзіны чалавек, **якому** я давяраю.

8. Адмоўныя займеннікі (Negative pronouns). No *ніякі,ніякая, ніякае, ніякія*; **none** *ніхто, нішто, ніводзін*; **neither** *ні той, ні другі*; **no one** *ніхто, нікога*; **nobody** *ніхто, нікога*; **nothing** *нішто*.

I saw **nobody** there. – Я **нікога не** бачыў там.

No smoking! **Ніякага** курэння! – Курыць забараняецца.
None of us knows Spanish. – **Ніхто з нас** не ведае іспанскай мовы.
Neither of us is/are English. – **Ніводзін з** нас не з'яўляецца англічанінам.

9. **Няпэўныя займеннікі (Indefinite pronouns). Some / any** *нейкі, нейкая, які-небудзь, некалькі, некаторы*; **somebody / someone** *нехта*; **something** *штосьці*; **anybody / anyone** *хто-небудзь, хтосьці*; **anything** *што-небудзь, штосьці*; **one** *кожны, усякі*.

Some і яго вытворныя ўжываюцца ў сцвярджальных сказах (а таксама ў спецыяльных пытаннях і агульных пытаннях, што перадаюць просьбу ці прапанову).

Where can I buy **some** notebooks? – Дзе я магу купіць сшыткі?
Would you like **some** milk? – Ці не хочаце малака?
Can I have **some** cold water? – Магу я атрымаць (трохі) халоднай вады?

Any і яго вытворныя выкарыстоўваюцца ў адмоўных сказах і агульных пытаннях. У сцвярджальных сказах **any** і яго вытворныя ўжываюцца ў значэнні *ўсякі* (*кожны*).

I've got **some** questions. – У мяне ёсць **некалькі** пытанняў.
Have you got **any** questions? – У вас ёсць **(якія-небудзь)** пытанні?
I have**n't** got **any** questions. = I do**n't** have **any** questions. / I've got **no** questions. – У мяне няма **(ніякіх)** пытанняў.
There is**n't anything** on the table. / There is **nothing** on the table. – На стале няма **нічога**.

Перад падлічвальнымі назоўнікамі ў множным ліку **some** выкарыстоўваецца ў значэнні *некалькі, некаторыя* (часам не перакладаецца).

Some pupils were late for the lesson. – **Некаторыя** вучні спазніліся на ўрок.

Перад падлічвальнымі назоўнікамі ў адзіночным ліку **some** выкарыстоўваецца ў значэнні *якісьці, які-небудзь, нейкі*.

Some man wants to see you. – **Нейкі** чалавек хоча бачыць вас.
Some day my dream will come true. – **Калі-небудзь** мая мара ажыццявіцца.

Перад непадлічвальнымі назоўнікамі **some** абазначае *нейкую колькасць, колькі-небудзь, няшмат* і звычайна не перакладаецца.

Give me **some** water, please. – Дайце мне вады, калі ласка.

У значэнні *кожны, усякі* займеннік **any** можа выкарыстоўвацца ў сказе ўсіх тыпаў перад падлічвальнымі назоўнікамі ў адзіночным ліку і непадлічвальнымі назоўнікамі.

You can buy them at **any** shop. – Вы можаце купіць іх у **любым** магазіне.
Перад падлічвальнымі назоўнікамі ў множным ліку і непадлічвальнымі назоўнікамі і абстрактнымі паняццямі **any** часцей не перакладаецца.

Do you expect **any** visitors today? – Ты чакаеш **(якіх-небудзь)** гасцей сёння?
Do you have **any** coffee? – У цябе ёсць кава?

У адмоўных сказах выкарыстоўваецца толькі займеннік **any**, прычым выказнік сказа павінен стаяць у адмоўнай форме. Часта замест **not ... any** ўжываецца **no**.

He did**n't** make **any** mistakes is his dictation. = He made **no** mistakes in his dictation. – Ён не зрабіў **(ніякіх)** памылак у дыктанце.

Any перад непадлічвальнымі назоўнікамі можа перакладацца як *ніякі*, але часцей не перакладаецца.

I don't have **any** money. = I have **no** money (другі варыянт ужываецца часцей). – У мяне няма (ніякіх) грошай.

Займеннік **one** (па форме супадае з лічэбнікам **one** *одзін*) мае два асноўныя значэнні: неазначальна-асабовае і слова-намесніка, мае форму ***множнага*** ліку – **ones**. На беларускую мову звычайна не перакладаецца.

One never knows what may happen. – Ніхто не ведае, што можа здарыцца.

One must be careful in the street. – Трэба быць асцярожным на вуліцы.

У якасці слова-намесніка займеннік **one** ўжываецца замест згаданага раней падлічвальнага назоўніка, каб пазбегнуць яго паўтарэння.

Take my pen. – Thank you, I've got **one**. – Вазьмі маю ручку. – Дзякуй, у мяне ёсць (ручка).
Here are some books. Which **ones** would you like? – Вось некалькі кніг. Якія вы хочаце?

10. Абагульняльныя займеннікі (Defining pronouns). All *усе, усё*; **both** *абодва, абедзве* (толькі пра двух – абодва разам); **either** *і той і другі* (толькі пра двух – кожны з двух); **each** *кожны*; **every** *кожны, усякі*; **everybody/everyone** *усе*; **everything** *усё*; **other, another** *іншы, іншыя.*

All plants need water. – **Усе** расліны патрабуюць вады.
All the pupils are present. – **Усе** вучні прысутнічаюць.
All the furniture was packed. – **Уся** мэбля была ўпакавана.
You **all** know it. – Вы ўсе ведаеце гэта.
All are present. – Усе прысутнічаюць.
All is ready. = Everything is ready.

З **all** утвараюцца шмат якія ўстойлівыя словазлучэнні:

all together – *усе разам*: Let's (let us) sing all together. *Спяём усе разам.*
all over – *усюды:* All over the word. *Ва ўсім свеце*.
all over again – *зноў*: Don't start all over again. *Не пачынай зноў усё спачатку*.
all right – *у парадку*; *добра*: All right, I'll help you. *Добра, я дапамагу табе*.
after all – *урэшце, усё-такі*: I was right after all. *Я ўсё-такі меў рацыю*.
at all – *наогул, зусім*: He did not come at all. *Ён не прыйшоў наогул*.
not... at all – *зусім не*: Not bad at all. *Зусім нядрэнна.*
first of all – *перш за ўсё*: I must finish my work first of all. *Я павінен закончыць (сваю) работу перш за ўсё*.

best/most of all – *лепш, больш за ўсё*: I love him best of all. *Я люблю яго больш за ўсіх.*

Фармальны дзейнік *IT*

У англійскай мове дзейнік з'яўляецца абавязковым элементам сказа. У безасабовых сказах ужываецца фармальны дзейнік, выражаны займеннікам **it**.

Займеннік **it** ужываецца ў якасці фармальнага дзейніка ў **безасабовых сказах** пры паведамленнях пра з'явы прыроды, стан прыроды, пры абазначэннях часу і адлегласці.

It is winter. **It** is cold. **It** is getting dark.
It often snows in November. **It** is early morning. **It** is five o'clock.

Займеннік **it** у функцыі фармальнага дзейніка ўжываецца з **некаторымі дзеясловамі ў залежным стане**. Такія залежныя звароты адпавядаюць у беларускай мове няпэўна-асабовым спалучэнням.

It is said … – Гавораць …
It is believed … – Мяркуюць …
It is expected … – Чакаюць …

Заўвага

Трэба мець на ўвазе, што займеннік **it** ужываецца не толькі ў якасці фармальнага дзейніка. **It** выкарыстоўваецца і ў якасці знамянальнага дзейніка *ён, яна, яно* і як указальны займеннік са значэннем *гэта*:

I bought a dictionary yesterday. It is very good.
What is this? – It is a new dictionary.

Complex subject – Складаны дзейнік

Канструкцыю "складаны дзейнік з інфінітывам" утвараюць з **іменнай** часткі, якая выражаецца назоўнікам у назоўным склоне ці займеннікам у назоўным сколне (I, he, she, you), і **дзеяслоўнай** часткі, якая выражаецца інфінітывам з часціцай **to**.

У англійскай мове не існуе няпэўна-асабовых сказаў, г.зн. сказаў, у якіх не згадваецца асоба, што ўтварае дзеянне.

Таму беларускім сказам “Гавораць ...”, “Лічаць ...”, “Паведамляюць ...” адпавядаюць сказы, у якіх інфінітыў ужываецца ў функцыі складанага дзейніка.

Ужываецца ў наступных выпадках:

1. З дзеясловамі ў незалежным стане: **to seem, to appear, to happen, to turn out.**

Do you happen to hear the news?
He turned out to be a talkative person.
They seemed/appeared to be discussing something important.

Сказы з інфінітывам у функцыі складанага дзейніка ў большасці выпадкаў перакладаюцца на беларускую мову няпэўна-асабовымі сказамі: *гавораць, лічаць, мяркуюць* і г.д.

2. З дзеясловамі ў залежным стане: **to be said, to be reported, to be supposed, to be expected, to be known, to be considered, to be understood, to be thought, to be believed, to be made, to be seen, to be heard.**

The conference is supposed to begin at ten. – Мяркуецца, што канферэнцыя пачнецца ў дзесяць.

He is said to be a very skilled worker. – Гавораць, што ён кваліфікаваны работнік.

3. З фразамі **to be sure** (*быць упэўненым*), t**o be likely** (*верагодна*), **to be unlikely** (*наўрад ці, малаверагодна*), **to be certain** (*быць упэўненым*).

He is sure to become your friend. – Ён напэўна стане тваім сябрам.

I'm likely to be busy tomorrow. – Я, хутчэй за ўсё, буду занятая заўтра.

IRREGULAR VERBS LIST

Verb (V1)	Belarusian equivalent	Past Tense (V2)	Past Participle (V3)
begin	пачынаць	began	begun
break	разбіваць, ламаць	broke	broken
bring	прыносіць, прывозіць	brought	brought
build	будаваць	built	built
buy	купляць	bought	bought
catch	лавіць, злавіць	caught	caught
choose	выбіраць	chose	chosen
come	прыходзіць, прыязджаць	came	come
cut	рэзаць, сячы	cut	cut
do	рабіць	did	done
draw	маляваць	drew	drawn
dream	марыць, сніць	dreamed, dreamt	dreamed, dreamt
drink	піць	drank	drunk
drive	весці машыну	drove	driven
eat	есці	ate	eaten
fall	падаць	fell	fallen
feed	карміць	fed	fed
feel	адчуваць	felt	felt
fight	змагацца	fought	fought
find	знаходзіць	found	found
fit	падыходзіць памерам	fit	fit
fly	лятаць	flew	flown
forget	забывацца	forgot	forgotten
get	атрымліваць	got	got
give	даваць	gave	given
go	ісці, ехаць	went	gone
grow	расці	grew	grown

Verb (V1)	Belarusian equivalent	Past Tense (V2)	Past Participle (V3)
have	мець	had	had
hear	чуць	heard	heard
keep	трымаць, берагчы	kept	kept
knit	вязаць	knitted, knit	knitted, knit
know	ведаць	knew	known
lay	пакласці; накрываць (*на стол*)	laid	laid
learn	вывучаць, даведвацца	learned, learnt	learned, learnt
leave	ехаць, паехаць; ісці, адыходзіць	left	left
lie	ляжаць	lay	lain
lose	губляць	lost	lost
make	рабіць, вырабляць	made	made
pay	плаціць	paid	paid
put	класці, ставіць	put	put
read	чытаць	read	read
ride	ехаць верхам	rode	ridden
run	бегаць	ran	run
say	гаварыць, сказаць	said	said
see	бачыць	saw	seen
sell	прадаваць	sold	sold
send	пасылаць	sent	sent
sew	шыць	sewed	sewn
sing	спяваць	sang	sung
sit	сядзець	sat	sat
sleep	спаць	slept	slept
spend	1) праводзіць, 2) траціць	spent	spent
spread	1) намазваць, 2) распаўсюджваць	spread	spread

Verb (V1)	**Belarusian equivalent**	**Past Tense (V2)**	**Past Participle (V3)**
stick	прыклейваць	stuck	stuck
swim	плаваць	swam	swum
take	браць, узяць	took	taken
teach	вучыць, навучаць	taught	taught
tell	гаварыць, сказаць, загадваць	told	told
think	думаць	thought	thought
throw	кідаць	threw	thrown
wear	насіць (*адзенне*)	wore	worn
win	выйграць, перамагчы	won	won
write	пісаць	wrote	written

ACTIVE VOCABULARY

adj. – adjective прыметнік
adv. – adverb прыслоўе
conj. – conjunction злучнік
n. – noun назоўнік
phr. v. – phrasal verb фразавы дзеяслоў
prep. – preposition прыназоўнік
v. – verb дзеяслоў

UNIT 1: FAMILY

abandoned [əˈbændənd] *adj.* закінуты, пакінуты
alcohol [ˈælkəhɒl] *n.* алкаголь, спірт
alcoholism [ˈælkəhɒlɪz(ə)m] *n.* алкагалізм
appreciate [əˈpriːʃɪeɪt] *v.* ацэньваць, цаніць
concern [kənˈsɜːn] *n.* хваляванне
breakdown [ˈbreɪkdaʊn] *n.* распад сям'і
disadvantaged [ˌdɪsədˈvɑːntɪdʒd] *adj.* абяздолены, у нявыгадным становішчы
divorce [dɪˈvɔːs] *v.* разводзіцца
extended family [ɪkˈstendɪd ˈfæm(ə)lɪ] *n.* далёкія сваякі
function [ˈfʌŋkʃ(ə)n] *n.* функцыя; прызначэнне
identity [aɪˈdentɪtɪ] *n.* асоба
immediate [ɪˈmiːdɪət] **family** *n.* найбліжэйшыя сваякі
necessity [nəˈsesətɪ] *n.* патрэба, неабходнасць
neglected [nɪɡˈlektɪd] *n.* безнадзорныя, пакінутыя; пакінутыя без увагі
obligation [ˌɒblɪ ˈɡeɪʃ(ə)n] *n.* абавязацельства; абавязак
orphan [ˈɔːf(ə)n] *n.* сірата
orphanage [ˈɔːf(ə)nɪdʒ] *n.* прытулак для сірот
pass away [ˌpɑːs əˈweɪ] *phr. v.* памерці
probability [ˌprɒbəˈbɪlətɪ] *n.* верагоднасць
prohibition [ˌprəʊhɪˈbɪʃ(ə)n] *n.* забарона
sibling [ˈsɪblɪŋ] *n.* родны брат, родная сястра
ties [taɪz] *n.* сувязі
tight-knit [ˌtaɪtˈnɪt] *adj.* дружная (*сям'я*)
values [ˈvæljuːz] *n.* каштоўнасці

UNIT 2: JOBS

achieve [əˈtʃiːv] *v.* дасягаць
assess [əˈses] *v.* ацэньваць
badly-paid [ˈbædlɪˈpeɪd] нізкааплатны
be an influence [ˈɪnfluəns] рабіць уплыў, уплываць
calling [ˈkɔːlɪŋ] *n.* прызванне
career [kəˈrɪə] *n.* кар'ера

challenging [ˈtʃælɪndʒɪŋ] *adj.* які патрабуе намаганняў (сіл); які выпрабоўвае (*здольнасці, стойкасць*)

commitment [kəˈmɪtmənt] *n.* прыхільнасць, адданасць

competitive [kəmˈpetətɪv] *adj.* 1) які сапернічае, канкурыруе, канкурэнтаздольны; 2) спаборніцкі

creative [krɪˈeɪtɪv] *adj.* творчы

deal with clients мець справу з кліентамі

follow in someone's footsteps ісці па слядах каго-н.

hands-on [ˌhændzˈ ɒn] *adj.* практычны, звязаны з жыццём

have good (poor) working conditions мець добрыя (дрэнныя) умовы для працы

hazard [ˈhæzəd] *n.* рызыка, небяспека; інцыдэнт

load [ləʊd] *n.* нагрузка

nurse [nɜːs] *n.* медсястра

odd jobs [ˌɒd ˈdʒɒbz] *n.* выпадковая работа

passion [ˈpæʃ(ə)n] *n.* гарачае пачуццё, захапленне

purpose [ˈpɜːpəs] *n.* прызначэнне, намер, мэта; задумка, імкненне

qualifications [ˌkwɒlɪfɪˈkeɪʃ(ə)nz] *n.* кваліфікацыя; права займаць якую-н. пасаду (*пацверджанае дакументам*); прафесіяналізм

relevant [ˈreləv(ə)nt] *adj.* значны; істотны, важны; слушны, дарэчны

requirement [rɪˈkwaɪəmənt] *n.* патрабаванне

reward [rɪˈwɔːd] *n.* узнагарода

rewarding [rɪˈwɔːdɪŋ] *adj.* варты, карысны

role model [ˈrəʊl mɒd(ə)l] *n.* узор для пераймання

salary [ˈsælərɪ] *n.* жалаванне, заработная плата; аклад

strength [streŋθ] *n.* моцны бок

unachievable [ˌʌnəˈtʃiːvəb(ə)l] *adj.* недасяжны

unskilled [ʌnˈskɪld] *adj.* некваліфікаваны; неабучаны, ненавучаны, непадрыхтаваны

weakness [ˈwiːknəs] *n.* слабасць, загана, недахоп

well-paid [ˌwelˈpeɪd] *adj.* высокааплатны

work long hours мець доўгі (працяглы) рабочы дзень

<u>UNIT 3:</u> ENVIRONMENT

acid rain [ˌæsɪd ˈreɪn] *n.* кіслотны дождж

ape [eɪp] *n.* чалавекападобная малпа

biodiversity [ˌbaɪəʊdaɪˈvɜːsətɪ] *n.* разнастайнасць відаў

breath [breθ] *n.* дыханне

breathe [briːð] *v.* дыхаць

carbon dioxide [ˌkɑːbən daɪˈɒksaɪd] *n.* двухвокіс вугляроду

carbon footprint [ˌkɑːbən ˈfʊtprɪnt] *n.* «вугляродны след», г.зн. колькасць вугляроду, што выпрацоўваецца чалавекам у выніку яго жыццядзейнасці

consequence [ˈkɒnsɪkwəns] *n.* наступства
conservation [ˌkɒnsə(r)ˈveɪʃ(ə)n] *n.* варта, захаванне; абарона
consume [kənˈsju:m] *v.* ужываць
consumption [kənˈsʌmpʃ(ə)n] *n.* ужыванне
crops [krɒps] *n.* збожжавыя (*пра культуры*); ураджай
crucial [ˈkru:ʃ(ə)l] *adj.* ключавы, значны, вырашальны
deforestation [di:ˌfɒrɪˈsteɪʃ(ə)n] *n.* абязлесенне, высяканне лесу
emission [ɪˈmɪʃ(ə)n] *n.* выдзяленне, распаўсюджанне (*цяпла*), выпраменьванне (*святла*), распаўсюджанне (*паху*)
environment [ɪnˈvaɪrənmənt] *n.* навакольнае асяроддзе; акружэнне
extinct [ɪkˈstɪŋkt] *adj.* вымерлы
fertile [ˈfɜ:taɪl] *adj.* урадлівы
fuel [fju:əl] *n.* паліва
global warming [ˈgləʊb(ə)l ˈwɔ:mɪŋ] *n.* глабальнае пацяпленне
greenhouse effect [ˈgri:nhaʊs ɪˌfekt] *n.* парніковы эфект
habitat [ˈhæbɪtæt] *n.* месца распаўсюджання, арэал (*жывёліны, расліны*); прыроднае асяроддзе
humans [ˈhju:mənz] *n.* людзі
increase [ɪnˈkri:s] *v.* расці, павялічвацца
interdependent [ˌɪntədɪˈpendənt] *adj.* узаемазалежны
landfill [ˈlæn(d)fɪl] *n.* звалка
lungs [lʌŋz] *n.* лёгкія
melt [melt] *v.* раставаць
nuclear [ˈnju:klɪə] *adj.* ядзерны
oil [ɔɪl] *n.* нафта
ozone [ˈəʊzəʊn] *n.* азон
ozone depletion [ˈəʊzəʊn dɪˈpli:ʃn] *n.* вычарпанне (расходаванне) азонавага слоя
plant [plɑ:nt] *v.* саджаць, сеяць, высаджваць
poacher [ˈpəʊtʃə] *n.* браканьер
power [ˈpaʊə] *n.* здольнасць, магчымасць
radioactive contamination [ˌreɪdɪəʊˈæktɪv kənˌtæmɪˈneɪʃ(ə)n] *n.* радыеактыўнае заражэнне
rainforest [ˈreɪnˌfɒrɪst] *n.* вільготны трапічны лес
rare [reə] *adj.* рэдкі
rate [reɪt] *n.* тэмп; хуткасць, ход
recycle [ri:ˈsaɪk(ə)l] *v.* паўторна выкарыстаць; вяртаць у абарот (*адходы вытворчасці*)
reduce [rɪˈdju:s] *v.* змяншаць, скарачаць
renewable [rɪˈnju:əb(ə)l] *adj.* які аднаўляецца
resource depletion [rɪˈzɔ:(r)s dɪˈpli:ʃn] *n.* расходаванне рэсурсаў
rise [raɪz] *v.* падымацца
soil [sɔɪl] *n.* глеба
valuable [ˈvæljʊəb(ə)l] *adj.* каштоўны

UNIT 4: BRITAIN, AUSTRALIA, NEW ZEALAND

area [ˈeərɪə] *n.* плошча
bad (hard) luck [ˌbæd (hɑ:d) ˈlʌk] няўдача
be grounded [ˈgraʊndɪd] *v.* быць прыземленым
bizarre [bɪˈzɑ:] *adj.* дзіўны, эксцэнтрычны

citizen [ˈsɪtɪzən] *n.* грамадзянін; гараджанін
citizenship [ˈsɪtɪzənʃɪp] *n.* грамадзянства
commonwealth [ˈkɒmənwelθ] *n.* садружнасць
democracy [dɪˈmɒkrəsɪ] *n.* дэмакратыя
entirely [ɪnˈtaɪəlɪ] *adv.* поўнасцю, цалкам
escape [ɪˈskeɪp] *n.* уцёкі
fortress [ˈfɔ:trəs] *n.* крэпасць
hen night [ˈhen ˌnaɪt] *n.* дзявочнік
hint [hɪnt] *n.* падказка
landmark [ˈlæn(d)mɑ:k] *n.* арыенцір; славутасць, выдатная мясціна
literacy rate [ˈlɪt(ə)rəsɪ ˌreɪt] *n.* узровень пісьменнасці (*колькасць людзей, што ўмеюць чытаць і пісаць*)
monarchy [ˈmɒnəkɪ] *n.* манархія
monolingual [ˌmɒnəʊˈlɪŋgwəl] *adj.* аднамоўны
noteworthy [ˈnəʊtˌwɜ:ðɪ] *adj.* што заслугоўвае ўвагі; славуты
occupy [ˈɒkjʊpaɪ] *v.* займаць (*тэрыторыю*)
population density [ˌpɒpjʊˈleɪʃ(ə)n ˈdensətɪ] *n.* шчыльнасць насельніцтва
poverty rate [ˈpɒvətɪ ˌreɪt] *n.* узровень галечы (*паказчык беднасці насельніцтва*)
reception [rɪˈsepʃ(ə)n] *n.* прыём (*гасцей*)
republic [rɪˈpʌblɪk] *n.* рэспубліка
shopping mall [ˈʃɒpɪŋ ˌmɔ:l] *n.* гандлёвы цэнтр
smart [smɑ:t] *adj.* разумны
stag night [ˈstæg ˌnaɪt] *n.* хлапечнік
strine [straɪn] *n.* тэрмін, які абазначае аўстралійскі варыянт англійскай мовы
venue [ˈvenju:] *n.* месца правядзення (*мерапрыемства, сустрэчы*)

UNIT 5: CANADA AND THE UNITED STATES OF AMERICA

admission fee [ədˈmɪʃ(ə)n ˌfi:] *n.* плата за ўваход (*куды-н.*)
African-American [ˌæfrɪkən əˈmerɪkən] *n.* афраамерыканец
all-American [ˌɔ:l əˈmerɪkən] *adj.* тыпова амерыканскі
be a must *v.* быць абавязковым атрыбутам, неабходным складнікам
be a paradise for (shoppers) [ˈpærədaɪs fə ˈʃɒpəz] *v.* быць сапраўдным раем (*для пакупнікоў*)
be on strike [straɪk] *v.* баставаць
be scared to death [ˈskeə(r)d tə ˌdeθ] *v.* быць напужаным да смерці
blame *v.* абвінавачваць
book in advance [bʊk ɪn ədˈvɑ:ns] браніраваць
chat with [ˈtʃæt ˌwɪð] *v.* балбатаць, малоць языком з (*кім-н.*)
coming of age [ˌkʌmɪŋ əv ˈeɪdʒ] *n.* паўналецце
concrete [ˈkɒŋkri:t] *adj.* бетонны
corsage [kɔ:(r)ˈsɑ:ʒ] *n.* букецік (*на руку*)
currency [ˈkʌrənsɪ] *n.* валюта

deduction [dɪˈdʌkʃ(ə)n] *n.* высновa
donation [dəʊˈneɪʃ(ə)n] *n.* ахвяраванне
host [həʊst] *v.* прымаць, праводзіць
independence [ˌɪndɪˈpendəns] *n.* незалежнасць
life expectancy [ˈlaɪf ɪkˌspektənsɪ] *n.* працягласць жыцця
line [laɪn] *n.* чарга
livable [ˈlɪvəb(ə)l] *adj.* зручны для жыцця
melting pot [ˈmeltɪŋ pɒt] *n.* плавільны кацёл (*месца зліцця ўсіх культур*)
prom [prɒm] *n.* выпускны
refuge [ˈrefju:dʒ] *n.* прыстанак, выратаванне
resident [ˈrezɪd(ə)nt] *n.* рэзідэнт, жыхар
speculation [ˌspekjəˈleɪʃn] *n.* роздум; гіпотэза
stick [stɪk] *v.* прыліпаць
tax [tæks] *n.* падатак
tolerance [ˈtɒlərəns] *n.* цярпімасць, талерантнасць
unemployment [ˌʌnɪmˈplɔɪmənt] *n.* беспрацоўе
victim [ˈvɪktɪm] *n.* ахвяра

<u>UNIT 6:</u> DOT BY

addiction [əˈdɪkʃən] *n.* схільнасць, цяга, слабасць
amazing [əˈmeɪzɪŋ] *adj.* дзівосны, цудоўны; надзвычайны
ancestor [ˈænsestə] *n.* продак
average [ˈæv(ə)rɪdʒ] *adj.* сярэдні, звычайны, нармальны
background [ˈbækgraʊnd] *n.* паходжанне
basket [ˈbɑːskɪt] *n.* карзіна
belief [bɪˈli:f] *n.* вераванне, павер'е
be made up of *phr. v.* складацца з
breathtaking [ˈbreθˌteɪkɪŋ] *adj.* што займае дух, надзвычайны, ашаламляльны
carp [kɑːp] *n.* карп
cherish [ˈtʃerɪʃ] *v.* даражыць, шанаваць (паважаць)
conquer [ˈkɒŋkə] *n.* заваяваць, захапіць
crossroads [ˈkrɒsrəʊdz] *n.* перакрыжаванне, раздарожжа
crucian carp [ˈkru:ʃ(ə)n kɑ:p] *n.* карась
customs [ˈkʌstəmz] *n.* норавы, звычаі
DIY centre [ˌdi: aɪ ˈwaɪ ˈsentə] *n.* магазін «Зрабі сам»
drawbridge [ˈdrɔ:brɪdʒ] *n.* пад'ёмны мост
dungeon [ˈdʌndʒ(ə)n] *n* вежа замка; падземная турма, турэмная камера; цямніца, склеп
edible [ˈedɪb(ə)l] *adj.* ядомы
eel [i:l] *n.* вугор
fascinating [ˈfæsɪneɪtɪŋ] *adj.* чароўны
fishing rod [ˈfɪʃɪŋˌrɒd] *n.* вудачка
folk crafts [ˈfəʊk krɑ:fts] *n.* народныя рамёствы
fortress [ˈfɔ:tˌrəs] *n.* крэпасць
get rid of [get ˈrɪd əv] *phr. v.* пазбавіцца чаго-н.
heritage [ˈherɪtɪdʒ] *n.* спадчына

household [ˈhaʊshəʊld] *n.* дамачадцы, сям'я
huge [hjuːdʒ] *adj. a* вялізны
inherit [ɪnˈherɪt] *v.* атрымаць у спадчыну, наследаваць
king [kɪŋ] *n.* кароль
knight [naɪt] *n.* рыцар
lawn [lɔːn] *n.* газон
magnificent [mægˈnɪfɪs(ə)nt] *adj* цудоўны
major city [ˈmeɪdʒəˌsɪtɪ] *n.* галоўны горад (*рэгіёна, вобласці*)
make up [meɪk ʌp] *v.* складаць
mature [məˈtʃʊə] *adj.* дарослы
medieval [ˌmedɪˈiːv(ə)l] *adj.* сярэднявечны
(the) Middle Ages [ˌmɪd(ə)l ˈeɪdʒɪz] *n.* Сярэднявечча, Сярэднія вякі
minstrel [ˈmɪnstrəl] *n.* менестрэль
moat [məʊt] *n.* крапасны роў, запоўнены вадой
must see [mʌstˈsiː] *n.* месца (з'ява, прадмет), якое рэкамендуецца ўбачыць
origin [ˈɒrɪdʒɪn] *n.* паходжанне
overcome [ˌəʊvəˈkʌm] *v.* пераадольваць
perch [pɜːtʃ] *n.* акунь
pike [paɪk] *n.* шчупак
poisonous [ˈpɔɪz(ə)nəs] *adj.* ядавіты
remarkable [rɪˈmɑːkəb(ə)l] *adj.* цудоўны, дзіўны, дзівосны
rite [raɪt] *n.* абрад, рытуал
roots [ruːts] *n.* карані
significance [sɪgˈnɪfɪkəns] *n.* важнасць, значнасць
significant [sɪgˈnɪfɪkənt] *adj.* важны, істотны
straw [strɔː] *n.* салома
tournament [ˈtʊənəmənt] *n.* турнір
tradition [trəˈdɪʃ(ə)n] *n.* традыцыя
watchtower [ˈwɒtʃtaʊə] *n.* вартавая вежа
well-worth [ˌwelˈwɜːθ] *adj.* варты
wipe [waɪp] **out** *phr. v.* разбурыць, знішчыць

UNIT 7: GET GOING

adolescent [ˌædəˈles(ə)nt] *n.* падлетак
agritourism [ˈægrɪˌtʊərɪz(ə)m] *n.* агратурызм
although [ɔːlˈðəʊ] *conj.* хоць; нягледзячы на тое што
apply [əˈplaɪ] **for** *v.* падаваць заяву
conjunction [kənˈdʒʌŋkʃ(ə)n] *n.* (*gram.*) злучнік
ecotourism [ˈiːkəʊˌtʊərɪz(ə)m] *n.* экатурызм
excuse [ɪkˈskjuːs] *n.* прабачэнне, апраўданне, адгаворка
hang about [ˌhæŋ əˈbaʊt] *v.* боўтацца; цягацца, бадзяцца
health insurance [ˈhelθ ɪnˌʃʊərəns] *n.* медыцынскае страхаванне, страхаванне на выпадак хваробы
however [haʊˈevə] *adv.* аднак; як бы ні, які б ні
input [ˈɪnpʊt] *n.* уклад

irresponsible [ˌɪrɪˈspɒnsəb(ə)l] *adj.* безадказны
moreover [mɔːrˈəʊvə] *adv.* акрамя таго, звыш таго
nevertheless [ˌnevəðəˈles] *adv.* аднак; *conj.* тым не менш
off-road [ˈɒfrəʊd] *adj.* пазадарожны
regarding [rɪˈɡɑːdɪŋ] *prep.* датычна
spa [spɑː] *n.* воды, курорт з мінеральнымі крыніцамі
travel agent [ˈtræv(ə)l ˌeɪdʒ(ə)nt] *n.* турагент
trekking [ˈtrekɪŋ] *n.* працяглы паход
visa [ˈviːzə] *n.* віза
voluntourism [ˈvɒlənˈtʊərɪz(ə)m] *n.* праца ў якасці валанцёра ў час адпачынку
yet [jet] *conj.* аднак

UNIT 8: AT HOME AND ABROAD

accessory [əkˈsesərɪ] *n.* аксесуары
archaic [ɑːˈkeɪɪk] *adj.* архаічны; устарэлы
brief [briːf] *adj.* кароткі, нядоўгі
commercial [kəˈməːʃ(ə)l] *adj.* камерцыйны, гандлёвы
contemporary [kənˈtempərərɪ] *adj.* сучасны
crushed [krʌʃt] *adj.* расціснуты, раздушаны, знішчаны
entirely [ɪnˈtaɪəlɪ] *adv.* цалкам, зусім
exchange [ɪksˈtʃeɪndʒ] **student** студэнт па абмене
gain [ɡeɪn] *n.* прыбытак, павелічэнне
gain [ɡeɪn] *v.* набываць, здабываць; мець (атрымліваць) карысць, выгаду
haute couture [ˌəʊt kuːˈtjʊə] *n.* высокая мода
host [həʊst] *n.* гаспадар
humanitarian [hjuːˌmænɪˈteərɪən] *adj.* гуманітарны; гуманны
mass market [mæs ˈmɑːkɪt] *тут.* масавага ўжытку (ужывання)
mute [mjuːt] *adj.* маўклівы, нямы
prêt-à-porter [ˌpretɑːˈpɔːteɪ] *n.* прэт-а-партэ
prior to раней, да
runway [ˈrʌnweɪ] *n.* подыум
social network [ˌsəʊʃ(ə)l ˈnetwɜːk] *n.* сацыяльная сетка
terminology [ˌtɜːmɪˈnɒlədʒɪ] *n.* тэрміналогія
unsightly [ʌnˈsaɪtlɪ] *adj.* непрыгожы, непрыглядны, непрывабны
worn-out [ˌwɔːn ˈaʊt] *adj.* зношаны

UNIT 9: NATIONAL CHARACTER

agreeable [əˈɡriːəbl] *adj.* прыемны, мілы; згодны; падыходзячы
ambitious [æmˈbɪʃəs] *adj.* амбіцыйны
anxious [ˈæŋkʃəs] *adj.* трывожны, неспакойны; мітуслівы
arrogant [ˈærəɡənt] *adj.* фанабэрысты, высакамерны

aspiration [ˌæsprɪˈreɪʃ(ə)n] *n.* імкненне
assertive [əˈsɜːtɪv] *adj.* напорысты
caring [ˈkeərɪŋ] *adj.* клапатлівы
controlled [kənˈtrəʊld] *adj.* які кантралюецца
devotion [dɪˈvəʊʃ(ə)n] *n.* адданасць
diverse [daɪˈvɜːs] *adj.* разнастайны, неаднародны
famous [ˈfeɪməs] *adj.* знакаміты
flexible [ˈfleksəb(ə)l] *adj.* гібкі
generalisation [ˌdʒen(ə)rəlaɪˈzeɪʃn] *n.* абагульненне
generous [ˈdʒenərəs] *adj.* шчодры
honest [ˈɒnɪst] *adj.* сумленны
humble [ˈhʌmb(ə)l] *adj.* сціплы
humorous [ˈhjuːmərəs] *adj.* вясёлы, забаўны
impulsive [ɪmˈpʌlsɪv] *adj.* імпульсіўны
inventive [ɪnˈventɪv] *adj.* вынаходлівы
law-abiding [ˈlɔːəˌbaɪdɪŋ] *adj.* законапаслухмяны
materialistic [məˌtɪərɪəˈlɪstɪk] *adj.* матэрыялістычны
modest [ˈmɒdɪst] *adj.* сціплы
multicultural [ˌmʌltɪˈkʌltʃərəl] *adj.* мультыкультурны
obsessive [əbˈsesɪv] *adj.* навязлівы
open-minded [ˌəʊpənˈmaɪndɪd] *adj.* непрадузяты
organized [ˈɔːgənaɪzd] *adj.* арганізаваны
respectful [rɪˈspektf(ə)l] *adj.* пачцівы
shallow [ˈʃæləʊ] *adj.* неглыбокі, павярхоўны
stereotype [ˈsterɪətaɪp] *n.* стэрэатып
straightforward [ˌstreɪtˈfɔːwəd] *adj.* прамалінейны
submissive [səbˈmɪsɪv] *adj.* пакорлівы
talkative [ˈtɔːkətɪv] *adj.* гаваркі, балбатлівы
technical [ˈteknɪk(ə)l] *adj.* тэхнічны

Вучэбнае выданне

Юхнель Наталля Валянцінаўна
Навумова Алена Георгіеўна
Дземчанка Наталля Валянцінаўна і інш.

АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для 11 класа ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

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Падпісана ў друк 15.08.2012. Фармат 60×90/16. Папера афсетная.
Гарнітура «SchoolBook». Афсетны друк. Ум. друк. арк. 22,5.
Ул.-выд. арк. 17,11. Тыраж 9071 экз. Заказ 265.

Рэспубліканскае ўнітарнае прадпрыемства «Выдавецтва "Вышэйшая школа"».
ЛИ № 02330/0494062 ад 03.02.2009. Пр. Пераможцаў, 11, 220048, Мінск.
e-mail: market@vshph.com http://vshph.com

Адкрытае акцыянернае таварыства «Паліграфкамбінат імя Я. Коласа».
ЛП № 02330/0150496 ад 11.03.2009. Вул. Каржанеўскага, 20, 220024, Мінск.

Англійская мова : вучэб. дапаможнік для 11-га кл. уста-
А64 ноў агул. сярэд. адукацыі з беларус. мовай навучання /
Н. В. Юхнель [і інш.]. – Мінск : Выш. шк., 2012. –
357 с. : іл.
ISBN 978-985-06-1593-0.

УДК 811.111(075.3=161.3)
ББК 81.2Англ-922

(Назва ўстановы агульнай сярэдняй адукацыі)

Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				

Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь.